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ABSTRACT

Dramatic shifts in national demographic trends, changes in public expectations of the educational system, recommendations by prestigious study groups for significant educational reform, and fluctuations in rates of economic growth and social change have invalidated planning techniques suitable to a stable educational environment. Planners using a more appropriate long-range technique designed for independent schools would consist of three stages of activity: consideration of the issues and possible responses, formulation of alternative models or visions of the school in the future, and selection and refinement of the most promising model and its concomitant policy goals and implementation steps. This manual describes formation of a planning committee and details the progress of the committee through the three activity stages. Appendixes include a suggested calendar, samples of materials generated in typical planning processes, and an index of national issues in education. (PGD)

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LONG RANGE PLANNING FOR INDEPENDENT SCHOOLS

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NAIS

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PREFACE

During 1977 and 1978 the Commission on Educational Issues of the National Association of Independent Schools, with the support of the Geraldine R. Dodge Foundation and the Weyerhaeuser Foundation, developed a long-range planning process for use by independent schools. The designers of the process, and the authors of this manual, were William D. Berkeley, Jerry Foster, and Richard Zajchowski.

After a year of field testing in several independent schools, the Commission prepared this descriptive manual on the planning process. It also produced an "issues book" which reproduced articles and statistical tables on nineteen contemporary national issues. Some of the information in the issues book is already dated and much of it soon will be. We have therefore not attached that collection here, but have listed and briefly summarized the issues considered in Appendix H. It is not feasible to update these national issues continually from a central office, but schools committed to the planning process can assemble their own issues books from standard reference sources. For those who wish a brief description of the planning process to share with other faculty, administrators, or trustees, a reproducible summary is found in Appendix I.

Arthur G. Powell
Director
The Commission on Educational Issues

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CHAPTER ONE

EDUCATIONAL PLANNING

It hardly seems necessary in the late 70's to make a case for the importance of long-range educational planning. Education is in a state of transition. Dramatic shifts in national demographic trends, erosion of support for education, changes in public expectations of the educational system, recommendations for significant reform of our schools from prestigious study groups--all are likely to result in a significantly different environment for school operations in future years. Without being alarmist, it seems fair to say that all sectors of education--public, private-undergraduate, graduate, community, secondary and elementary--see only uncertainty ahead as traditional student populations decline, inflation increases, faculties organize, and public and private monies become increasingly scarce. In such time, the need for planning is inescapable and urgent.

The Need for a New Planning Process

Likewise, it hardly seems necessary to make the case that new educational planning processes are necessary, given the current state of education. In recent years, independent schools have generally planned for the future in three ways: they have done detailed financial projections based on methods developed for colleges and universities which were adapted for independent schools; they have developed the "case statement" which provided a rationale for a major capital fund campaign at the school; and they have done thorough and comprehensive reviews of curriculum, to make programs of study more appropriate to the present and future needs of students. All of these traditional modes of long-range planning have served independent education well during a time in which it could be assumed that the rate of economic growth and social change and, perhaps most important, the nature of the educational enterprise were fairly constant. But there are few long-term constants in our schools today, and projections based on present conditions lack the credibility they once had. Current circumstances call for new planning techniques and strategies.

We have developed a systematic and disciplined process which we believe is appropriate to educational planning in the late 70's. A list of our assumptions suggests the key characteristics of our process.

- We believe that educational planning today must begin with a consideration of factors external to the school. These external factors--e.g., inflation, national trends in education policy, social attitudes and legal decisions--will influence the future of our schools more than heretofore, and we believe they must be taken into account.

- We do not believe it wise to begin our planning with the school as it now exists and to build out from that point, for too often that approach results in easy acceptance of past assumptions and discourages creative planning and the formulation of farsighted solutions. Our approach is to expose the Planning Committee to the widest possible range of issues which could influence the school and to solicit from them an equally wide range of possible institutional responses to these issues. It is only later in our process that these responses are integrated into a model for the future which builds on the present strengths of the school.

- Although our process is a disciplined and structured one, it is not a linear progression in which goals are posited and implementation steps developed. The clear articulation of "goals" comes at the end of our process, only after a variety of possible alternative directions for the school have been thoroughly considered.

- Central to our process is a formulation of policy directions or policy goals for the future. This emphasis on the identification of policy goals underscores the key role of the Board of Trustees in institutional planning--to chart the most promising future policy directions for the school.

- Although the formulation of policy directions represent long-term goals for the school, our process is also concerned with short-range implementation strategies--how new policy directions can be tested incrementally at minimum risk to the institution. Our view is that the future of an institution will be secured through definition of long-term policy goals, coupled with short-range plans for implementation and finance.

Planning and Policy Development

Our planning and policy development process asks a Committee to move through three distinct stages of activity:

- the consideration of issues--market/management and educational issues at both the national and local

levels--and the generation of institutional responses to these issues.

- the formulation of a number of alternative models of the school--visions of the school ten or twenty years in the future and the identification of the policy goals implicit in the models which have been produced.

- selection and refinement of the most promising model or models and the preparation of a recommendation to the Board of Trustees which includes a statement of policy goals and incremental implementation steps.

The activity of each of the stages of the process will be discussed in the chapters that follow. It seems appropriate, however, to elaborate here on one aspect of our process that is particularly unorthodox.

We spoke above about the non-linear nature of our process, in that we do not begin with a definition of goals but rather end the process with this definition. This methodology requires a creative mindset, a commitment to open exploration, that is worth comment. Rather than speak of building with predetermined building blocks, or projecting out from a fixed base, we have likened our process to that of a series of waves coming to shore, and our choice of metaphor is deliberate. We wish to stress a process that is both fluid and in motion.

The first wave in our process is the consideration of issues, in which we ask members to suspend their disbelief and consider the widest possible range of institutional responses to issues which will influence the future of the school. These responses begin to take a somewhat more definite shape in the second wave or stage of our process in which models or visions of the future school are developed. And these responses and the models which are created from them help to clarify institutional goals and steps of implementation in the final stage of our process.

Our process can lead to the feeling, particularly in the early stages of the process, that there is motion in too many directions at once, some of it capricious. Our intention is to energize the imagination and enable the Committee to fully explore the possibilities open to the institution. There are adequate opportunities, toward the end of the process, to be "practical" and "realistic" as the Committee formulates it's recommendations to the Board of Trustees. This balance of creative and practical elements in our planning process facilitates genuinely useful planning in an environment characterized by change and uncertainty.

CHAPTER TWO

PRELIMINARY STEPS

Before the larger school community is aware that the school will be engaged in a formal planning exercise, the leadership of the school must do some of it's most important work. The chairman, or co-chairmen, of the Planning Committee must be chosen; Committee members must be identified; some background information on the state of the school must be collected for Committee members; some thought must be given to the calendar of the Planning Committee and the way it meshes with the ongoing work of the administration and Board of Trustees; and thought must be given to introducing the Committee to the planning process it will be using. The leadership and composition of the Planning Committee need special attention, for both will influence the success and significance of the planning effort more than any other factors.

The Leadership of the Planning Committee

We assume that the head of the school and the chairman of it's Board of Trustees (probably in selective consultation with others on the Board and staff) will decide on the leadership of the Planning Committee. The chairman of the Planning Committee should have demonstrated leadership skills, for in our process the position cannot be an honorary one. The chairman must be able to maintain the allegiance of the Planning Committee and have credibility with the Board. Perhaps above all he or she should be sympathetic to the planning process outlined here, and be committed to it.

We strongly recommend that the chairman (or one of the co-chairmen) be a member of the Board of Trustees, or someone who has its confidence, for the chairman will be crucial in "selling" a plan to the Board. We also recommend that a staff person at the school (not the head) become either co-chairman of the Planning Committee or staff contact at the school, so as to handle practical and logistical arrangements.

The role of the head of the school in the planning process deserves special comment. Clearly the head will be a member of the Committee and work closely with the leadership of the Committee. We believe it will be a mistake for his role to be a highly visible one if this is to be the collaborative process

we envision. Most Committee members will instinctively look to the head for his agenda for the future, and were he to function as chairman or co-chairman, there would be an even greater tendency to do so. The head's role on the Planning Committee will be a difficult enough one as it is, for he will have to allow others on the Committee to come to an appreciation of the full complexity of the ideas being considered. If he is too quick in his support or criticism or too obvious in his efforts to influence the group, he will discourage the group's creativity and exploration of possibilities.

Composition of the Planning Committee

As a school undertakes a comprehensive planning activity, the question inevitably arises, "What kind of group can most successfully fulfill this responsibility?"

In considering the composition of your planning group, a major decision will be to determine how large and how broadly representative the Planning Committee should be. A small committee representative of only one of the school's constituencies--trustees, faculty or administration--has the advantage of decisiveness and authority in its work. It will tend to make decisions promptly and may be inclined to more boldness in its visions. The danger, however, is that they will lead in a direction few will be willing to follow and that the plan will never be implemented. On the other hand, a large committee, broadly representative of all the school's constituencies, will be more likely to make recommendations which have a high likelihood of being implemented. But these recommendations, because such a difficult consensus will have to be achieved, are likely to lack the imagination and thrust the circumstances of the school demand.

Our recommendation is somewhat of a compromise. We feel our planning process can best be implemented by a Committee of 10-12 members with trustees, the faculty and the administration having approximately equal representation, and with some of the individuals in these three groups doing "double-duty" as parents and alumni. Many schools wish to include students on the Planning Committee, but we feel that Committee places are too few to allot one or more to students, no matter how valuable the experience for them.

An even more difficult decision will be which individuals should be selected in each category. It is helpful when choosing to remember that two fringe benefits of a comprehensive planning activity are an increased communication among the different

constituencies within the school and the creation of a team committed to a future plan. The choice of members for the trustee slots is especially strategic, and the school leadership should consider the way the work of the Planning Committee will fit into the ongoing work of the Board of Trustees. And, since our process emphasized policy directions for the school, the Board will have to be prepared by it's Planning Committee representatives for the significant decisions it will make--decisions based on the work of a group on which the Board has had only partial representation.

There is one additional factor which needs special emphasis and that is the Committee's credibility. If the recommendations of this Committee are to be considered seriously by the full school community, it is important for the Committee to include a fairly significant number of highly respected members of the three groups involved. This does not mean that highly imaginative "young Turks" or other less conventional individuals should not be asked to serve on the Committee. On the contrary, they may provide the yeast which raises the level of the Committee's work and gives it an invaluable extra dimension of creativity and vision. But it is essential for the Committee to include a number of those individuals whose judgment and record of achievement is widely acknowledged and respected.

Other factors to be considered are the commitment to make meetings on a regular basis (Committee continuity is essential to the success of the project), the ability to work with others (a sense of team work will be important also), and a concern for the long-term future of the school. Boarding schools should give special attention to the choice of trustee representatives, given the need for regular attendance and the importance of the trustee's role.

All of this means that the composition of the Committee is of vital importance and should be the subject of careful and considered analysis by the head of the school and the chairman of the Planning Committee.

Background Information for the Committee

At various, and relatively unpredictable, points in the planning process, the full Committee will want and need information about the present state and recent history of the school. Each school will have to make it's own decision about the kind of

information it will present to the Committee and the degree of detail desirable, and when it will be presented. It is possible to spend a year or more gathering data, but we believe to do so would be a mistake. Most schools have information about all aspects of the school scattered throughout the institution, and the planning effort is an opportunity to centralize this data and identify additional information desired. At the least, we suggest that Planning Committees be provided with information for the past five years about

1) size and nature of applicant pool

2) number of students accepted

3) number of students enrolled

4) scholarship budget -- number of students affected, % of operating budget, average award

5) profile of student body upon admission

6) profile of student body at graduation

7) immediate plans of graduates

8) size of faculty (full-time equivalents)

9) student contact hours by department

10) student contact hours by instructor

11) salary range and median

12) school budget, broken down by major divisions

13) tuition

14) per student cost of education

15) current general philosophical statements on philosophy and curriculum

16) any current long-range plans affecting the school, whether they be regarding physical plant expansion, debt financing, curricular modification, etc.

Wherever possible, the school's figures should be compared to the appropriate NAIS norms.

We urge that the chair give some attention to the way background information is presented. Graphs or charts which do not attempt to incorporate excessive detail in any one exhibit are especially vivid and memorable. Pages of information presented in a discursive fashion is less arresting, perhaps because it has the appearance of material we have all seen bits and pieces of before and need give only a cursory review. Presenting material in a vivid way requires some interpretation and will take time to prepare, but can signal the desire for a fresh look at the school.

Orientation for the Planning Committee

At the beginning of its work, the assembled Committee will have very little notion of what is involved in a comprehensive planning process, and varying degrees of appreciation of the importance of planning to the school. The chairman's explanation of the need and his description of the process at the first meeting will set the tone for all future meetings and should be as detailed and comprehensive as possible.

We suggest that the chair share the ideas in Chapter One above, and that the following points be emphasized at the outset and referred back to often:

1) This long-range planning process emphasizes the development of policy directions for the school. It is based on the assumption that the development of these policy goals will help to insure the survival of the school.

2) It is a disciplined and systematic process that begins with a consideration of issues external to the school that in the Commission's best judgment will influence the school, and only then moves to the school as the Committee knows it.

3) The process emphasizes the creative exploration of the full range of alternative possibilities available to the school. We ask the Committee to suspend disbelief on the route to it's affirmation of goals.

4) Since any plan for the future implies some difference from the present, it is easy to become defensive and feel the need to justify present practices. For our purposes, the present is important only insofar as it illuminates the desired future for the school.

5) The Committee is broadly representative because the school's future hopes will only be realized by all constituencies working together. It is important that participation is

is open, honest and direct.

Despite the existence in the Issues Book of a description of the process, experience has taught us it is important to walk through the process at the outset, and to frequently remind the Committee of the work accomplished and that yet to be done.

Creating a Planning Calendar: An Introduction to Stages of the Process

Experience has taught us that a pre-set calendar, however, much it is eventually revised, is preferable to an ad hoc approach or to meetings scheduled at regular intervals without regard to the work to be done. We envision a process which can be completed within one academic year, in marked contrast to the two and three year endeavors undertaken at many schools, and propose that the Committee begin its work very early in the academic year so as to complete it before the end-of-year pressures at most schools, and certainly before the summer vacation. Within this period we propose two "retreats" or extended meetings of approximately one and one-half to two days; five to six major planning meetings of four or five hours duration; and an unpredictable number of small group Task Force meetings between meetings of the full Committee. A detailed suggested calendar is provided in Appendix A of this manual.

The three main stages of our process--the consideration of issues, the building of models, and the preparation of a recommendation for the Board of Trustees--are the organizational blocks of our process and calendar. Each stage is the subject of a chapter that follows, but we here present a brief description of the work to be done at each stage, followed by generalizations about stages and suggestions for adjustments that can be made in the

STAGE ONE: CONSIDERATION OF ISSUES

The work to be done during this stage

. . . orient the full planning committee to the need for long-range planning and to the process the committee will use

. . . review national management and marketing issues, brainstorm institutional responses to each issue, and perhaps determine committee ranking of issues

. . . review national educational issues, brainstorm institutional responses to each issue, and perhaps determine committee ranking of issues

. . . solicit from committee list of local issues, discuss and clarify issues, brainstorm institutional responses to each issue, and perhaps determine committee ranking of issues

We recommend that the orientation and consideration of national issues--both market/management and educational--be accomplished during an intensive retreat. No more than two weeks later, a five-hour meeting should be scheduled to address local issues.

We begin our process with a retreat away from campus because we believe it signals the beginning of an important effort, will bring the group together quickly, and will focus attention on the national issues. We also hope that such a beginning will encourage Committee members to "do their homework" and read the Issues Book carefully in preparation for the meeting. Concluding the retreat with the identification of local issues should leave participants with a feeling that the process is well-underway and responsive to their concerns.

If the retreat is not possible, we suggest about four or five, five-hour meetings, each including a lunch or dinner break, to complete the activities of stage one. Meetings should be spaced no more than two weeks apart, to maintain as much momentum as possible.

STAGE TWO: BUILDING MODELS

The work to be accomplished at this stage

. . . review progress to date and ensure that Committee members have a complete set of brainstormed response lists

. . . introduce model building techniques

. . . have each Committee member draft individual model

. . . form 3 or 4 person Task Forces and have each Task Force synthesize individual models into Task Force models

. . . have each Task Force identify policy goals implicit in its models

To establish that a new stage of the process is beginning, we recommend a fairly thorough review of the brainstormed lists at the first meeting of this second stage. After the initial meeting of this stage, almost all of the work will be done individually or in Task Forces, and Task Force meetings cannot be pre-set. We do, however, recommend that the full Committee come together for a short second meeting of this stage, to make sure momentum is maintained. The chairman should monitor carefully the Task Force work at this stage to make sure that deadlines will be met.

STAGE THREE: PREPARING A RECOMMENDATION FOR THE BOARD OF TRUSTEES

The work to be done during this stage

. . . selection and refinement of most promising Task Force model or models

. . . reformulation and refinement of policy goals for the models

. . . development of incremental implementation steps for each model

. . . preparation of final recommendation for presentation to the Board of Trustees

Once again, we propose a retreat or extended meeting at the beginning of a state of activity, this time to allow the Committee to discuss fully the alternative possibilities proposed by the Task Forces. When this discussion is extended over a number of weeks, much time is spent in review and recapitualtion.

The extended meeting format is especially appropriate in that an intensive working session is the most efficient way of moving the Committee through the negotiation and decision-making that must take place during this stage. A productive extended meeting at the beginning of this stage will mean that considerable time in the remaining meetings can be spent on the refinement of the models and the Board presentation. During this stage, work between the final meetings will fall most heavily on the head of the school, the chairman of the Committee, and those Committee members assigned to write the models and the presentation to the Board.

CHAPTER THREE

STAGE ONE: CONSIDERING THE ISSUES

In this initial stage of our planning process, the Committee confronts and considers issues that will affect the future of the school--first national issues presented in the Issues Book and then local ones identified by the Committee itself. The issues will be explored through the process of brainstorming and the issues may then be ranked to indicate the relative importance of the issues to the institution.

Confronting the National Issues

As we have suggested above, increasingly, the independence of independent schools is being impinged upon by forces over which it has no control. Our process is designed to bring to the Committee's attention immediately external factors which will affect the future of the school--to move the group away from the day to day operations of the school quickly and dramatically.

The national issues we have identified can be viewed as either threats or opportunities, and we ask the Committee to explore the opportunities inherent in them through the process of brainstorming. Only after the brainstorming activity do we suggest that the group evaluate the degree of impact these factors are likely to have on the institution.

We suggest that if the activity of this first stage is not accomplished in a retreat, that the material in the Issues Book be distributed to the Committee several days before each meeting and that only material to be covered in the next meeting be distributed. It is important for the leaders to suggest that the issues and documentation be carefully read and considered, because in our process we omit time for extended discussion of the issues.

We discourage discussion of the issues at these early meetings because

- we do not feel it is the most productive use of the Committee's time;
- we have found such discussion tends to force participants to take a position on the issue, rather than encourageing them to creatively explore it;
- we have faith that each issue will get adequate discussion and thought in the course of the process.

We attempt to move as directly as possible into brainstorming because we believe it sets a tone which encourages creativity.

Issues should be "brainstormed" one at a time and the brainstorming of an issue should be preceded by a review of the issue. The review of an issue should be just that: namely, a neutral summary of the issue, one which draws attention to details in the documentation or particularly compelling evidence, but which does not take a position on the substance or importance of the issue.

The review of each issue and leadership of the brainstorming activity can be done by the chairman of the Planning Committee, but we recommend that all Committee members be called upon to review issues and then lead the subsequent brainstorming sessions. Assigning Committee members to issues in advance can create advocates, which is undesirable. But if assignments are made spontaneously, the chair should take some care in his choice of the first few presentors/brainstorming leaders. They should be people who will be effective at reviewing an issue, will establish a standard of openness and impartiality, and will be comfortable leading a group in the brainstorming activity which will probably be new to them. The chair might want to conduct the first review/brainstorming session to clarify the nature of brainstorming. And it may be wise to remind each reviewer that questions or comments from the Committee during the review should not develop into a discussion of the issue, and that opinions on the issue should be discouraged as much as possible. Once the issue has been satisfactorily reviewed, and this should take no longer than five minutes, brainstorming of the issue should begin immediately.

Brainstorming

Brainstorming is a disciplined process with some specified rules. It seems important to emphasize this fact because brainstorming sessions by design encourgae spontaneous, random, non-critical activity, and skeptics will be quick to conclude that the activity cannot be taken seriously. In a sense it is a playful activity, but play which allows people to become comfortable with new ideas.

The purpose of brainstorming is to encourage creativity and openness and to generate a universe of possible responses to the issues. Lists of these responses will become an idea bank for the Committee for use later in the process. Brainstorming as a technique is defined as "a group problem solving technique that involves the spontaneous contribution of ideas from all members of the group." The process simply asks the group to focus on one issue and spontaneously suggest as many possible responses to the issue available to to the school. Members are asked to contribute suggested actions, programs, steps, that might be taken to respond to the issue. These brainstormed responses are recorded quickly on the board by the leader without any discussion or comment, and a written record of the responses is made.

The rules of the brainstorming activity are that

- every thought or idea, however, seemingly inappropriate or whimsical, should be shared;
- no evaluation or criticism of any brainstormed response is allowed;
- brainstormed responses need not be fully developed or precise ideas or sentences -- phrases or fragments are acceptable, even desirable.
- the pace must be quick and responses quickly recorded so that Committee members don't begin reflecting on or developing brainstormed ideas. This will come later.

Clearly, the Committee is being asked to function in an unorthodox fashion. Critical thought, precision, the development of ideas, reflection, all must be put behind. Committee members are being asked to "suspend disbelief" so as to identify every conceivable response available to the school. Everything becomes possible. Entered into in

the proper spirit, brainstorming can be stimulating and much fun, which should not obscure the value of the activity in the way it opens the Committee's eyes to new possibilities for the school.

Brainstorming is also intense activity and is frequently a drain on the energy of the Committee. It is often difficult activity for some of the most thoughtful members of the Committee, who find it hard to offer top-of-the-head responses, and for the less aggressive members of the Committee, who may find it difficult to elbow their way into the verbal activity. For all of these reasons we offer a modified brainstorming technique to vary the pace, or to use with issues which the chair feels will be difficult to brainstorm.

Once the issue is stated, Committee members should be instructed to list on note paper three to five responses--actions, steps, programs--which address the issue. Only 3-5 minutes should be given for this listing and then the leader should begin moving around the circle, eliciting one response at a time from each individual in turn, recording them on a blackboard, and encouraging members to add to their lists responses provoked by others. The leader should also encourage members to refrain from duplicating an idea already presented, or to pass if they have no additions at present. As the tempo picks up--and if the members are adding new responses inspired by those they are hearing--the activity comes close to capturing the tone and product of the traditional brainstorming process. The key to success is to keep the tempo brisk--to keep the responses moving, for it loosens the group up and encourages the half-formed idea that is frequently developed by another, or sparks yet a new approach to a resolution of the issue.

Four further observations are in order. The brainstormed lists will contain duplication from one issue to the next and this is to be expected and tolerated. Secondly, some issues are more "brainstormable" than others. Many group leaders who use the brainstorming technique maintain that value issues cannot be brainstormed, and clearly many of the issues raise value issues, <u>especially the educational ones</u>.

An example of the problem discussed here may be helpful. Maximizing the use of the plant is a fairly easy issue to brainstorm because maximization is not a value issue; it

can be easily demonstrated that full use of the plant to capacity is desirable, provided maintenance factors are considered, and few would argue that it is provident to let the plant stand idle if use can be made of it. On the other hand, the consideration of competency based education is a highly charged value issue. The Committee members should be reminded that when brainstorming they are not being asked to endorse competency-based education, merely to suggest how it might be applicable to the school. Value decisions about it's use will come during the model building stage, as, for that matter, will those about the degree and nature of plant utilization.

Thirdly, the lists will be very uneven in specificity, length from issue to issue, tone and even substance. If the chairman feels an issue did not receive adequate brainstorming for some reason (weariness or defensiveness), he or she may ask the group to address the issue again after some time has passed. But there is no "ideal" brainstorm list--no "exemplary" list. Indeed, an issue that does not generate much creativity in the group, even after it is brainstormed for the second time, is one that probably is not of prime importance or significance to the school.

And finally, it is important to get lists of responses out to the Committee members soon after the brainstorming sessions which produced the, and to encourage Committee members to ruminate on the lists and add to them. The lists are overwhelming if provided in bulk at the end of this stage of the process.

Ranking the National Issues

Once the brainstorming of national issues in completed, the chair may want to have the Committee rank the issues in terms of their importance to the institution so as to give the group a rough idea of its emerging priorities. There is generally resistance by the Committee to such ranking on the basis of insufficient discussion, fascination with possibilities suggested for all issues by the brainstorming, and desire to keep all options open--and these are indeed good arguments against ranking. But it must be acknowledged that some Committees will be overwhelmed by the number of external issues and need an ordered way of viewing the issues. Should the chair decide ranking will be helpful to the

Committee, he should emphasize that no decisions will be made on such rankings at this point, but that a "sense of the meeting" seems desirable.

We have experimented with various ways of ranking and feel that the decision about which to use is not a critical one. Three possibilities are offered below, and we would only observe that at this stage, Committees wisely seem to prefer the most imprecise ones.

A. Members can be asked to rank the issues in numerical order of importance to the institution.

B. Members can be asked to assign a numerical rank only to the three or five most important issues.

C. Members can be asked to categorize the issues into those 1) significant for the institution, 2) those only moderately applicable or potentially influential, and 3) those of little importance to the institution. Quotas can be established for each catagory, or the exercise can be open-ended.

In each case individual rankings can be aggregated into full Committee ranking to reflect the priorities of the entire group.

Local Issues

However intrigued the Committee may be with national issues, it will be eager to turn to the local issues. We suggest that the chair remind the Committee members at the outset of its consideration of local issues that

1) local issues are not only institutional ones but those raised by the community in which the school is located;

2) the Committee is concerned with policy directions, and its attention should be focused on local issues that would require consideration by the Board. A

concern about the presence of "dogs in the dining hall" or the location of faculty mailboxes cannot be considered policy matters;

3) those issues that are local variants of national issues may have been already sufficiently considered. If not, it may be necessary to review the appropriate national issues;

4) discussion of local issues is especially damaging, encouraging defensiveness and the taking of positions, which inhibits productive brainstorming

The chair must now ask the Committee to identify local issues, and we suggest that this not be done initially in an open-ended meeting of the full group, nor individually outside of a full Committee meeting. Our greatest success in identifying local issues in a way that retained momentum was either

1) to ask each member in a full Committee meeting to identify three issues, and then to move around the circle eliciting issues, listing and synthesizing them whenever possible on multiple black boards

or

2) to ask the full Committee to break into small groups to identify a specific number of issues--four to six for each Task Force would be appropriate--and report back to the Committee. The listing and synthesis of this limited number of issues can then be accomplished as in number one above.

What should be obvious is that at this point the Planning Committee will have to call on it's most able synthesizer to bring all of the local issues together into a manageable number of categories--perhaps categories with subheads. (See Appendix B for sample local issues lists.) The task here is to restate issues in a way that will be agreeable to the Committee, and, whenever appropriate, to combine local issues with national ones.

Documentation

Ideally, the local issues would be documented in the way national issues were, but for practical and commonsense reasons, few schools have chosen to provide extensive documentation.

Committee members should be reminded that they had been provided with common information at the outset of the process. It may be wise to review this material at this point and discuss it somewhat.

But Committee members know the school well, and some understanding of the local issues can be assumed once Committee members have agreed on a list of local issues. Our recommendation is that the chair arrange to have documentation of local issues provided as needed, and experience has taught us that this is more likely to occur in the model building stage.

Brainstorming and Ranking of Local Issues

The brainstorming and ranking of local issues can proceed much as above for national issues with three caveats. First, there will be a strong tendency for the Committee to want to discuss local issues. The chair must be firm and insist that local issues be brainstormed, not discussed. Second, ranking of local issues is so difficult that it may not be worth the effort. Third, the local issues are bound to be formulated with far greater specificity, especially if sub-topics are used within the major categories. We propose that the local issues be brainstormed (and ranked if the Committee desires) in the general categories so that the sub-topics are aggregated, rather than item by item. The result is often brainstorming that covers a broader area of concern, but is none the less effective in producing a full range of probable responses.

Again, an example may be helpful. One of our pilot schools grouped a number of its local issues in the following fashion:

Issue: need to improve faculty life in the following areas:

a) social needs of single faculty
b) relief from workload pressures
c) professional growth
d) compensation
e) diversity of background
f) counseling

The brainstorming session addressed the general issue of improving faculty life. Responses were requested to the

general topic, and though many responses were directly to a specific subtopic--compensation or relief from workload pressures, as examples--there was little confusion. In the process it became evident that some subtopics were more important to the Committee than others.

Both the breadth of the local issues and their value dimension makes brainstorming of them difficult and different from that done for national issues. Brainstorming can promote a fresh look at issues that have been discussed for some time at the institution if the categories to be brainstormed are broad and the emphasis is on the response the school can make to the issue, not the issue itself. Focus on responses--on actions, steps, programs--can be very empowering, for it places an emphasis on potential solutions rather than discussion and identification of causes. The modified brainstorming technique described above can be used effectively to force all Committee members to address the local issues and propose solutions.

We have appended (Appendix B) two sample lists of local issues from our pilot schools to give the chair some idea of this stage of activity. Our belief is that the most effective lists of local issues (that is, those that provide a focus for brainstorming which makes it productive) are those which demonstrate forceful synthesis.

CHAPTER FOUR

STAGE TWO: MODEL BUILDING

This chapter describes the way in which the Committee moves from its lists of brainstormed responses to models of the school in the future. The process at this stage involves the development of two kinds of models: first, personal models created by individual members of the Committee; and second, Task Force models developed by three or four person Task Forces. Once model-building is completed, we ask Task Forces to articulate the policy goals implicit in their models.

Our use of the word model is non-technical; our intent is that the Committee develop verbal descriptions of the school ten to twenty years in the future. The models are visions of the school, rather than representations to be realized in exact detail at some precise point in the future. The final models prepared for presentation to the Board are quite detailed, and contain sections on

-- curriculum

-- physical plant

-- enrollment

-- faculty

-- finance

Models formulated prior to these final models are less formal and detailed.

Beginning Stage Two

As the Committee moves into this new stage of activity, it is useful to review with the Committee its progress to date and the work yet to be done. The Committee has reviewed a number of national issues that are bound to affect the school to some degree and has an idea-bank of responses to the opportunities and challenges inherent in the issues. The Committee also has identified local issues unique to the school that it believes will have a continuing impact on the school and has developed a range of possible alternative responses to these issues.

Thus far the Committee has considered issues and generated a universe of possible future responses to these issues. Now the process enters a new stage which requires selection and creative synthesis of many of the responses proposed. The first stage of the process was an expansive one; the model-building stage required focusing, and involves movement from individual focusing to Task Force focusing to full Committee focusing; and the Committee will be asked to move from brainstormed responses to individual models to Task Force models to a presentation for the Board of Trustees.

It is important to emphasize at this stage that despite the change in activity, the time for creativity is not over--indeed, the model-building demands a high degree of imagination. What will be different is that the Committee members, for the first time, will be asked to "negotiate" with their colleagues, pulling back on some of their ideas, continuing to push strongly for others. To this point in the process, spontaneity and acceptance of ideas were demanded. But now the group is being asked to begin to be evaluative and selective--to clarify more and be more precise than in the past. The shift should not be so abrupt that the openness and good will of stage one is lost in stage two.

Review of Brainstormed Responses

To underscore the importance of the work that has already been done by the Committee and refresh the group's memory, this stage should begin with a review of the brainstormed responses. We propose that at the beginning of the first meeting of this stage each Committee member be directed to review the list of brainstormed responses, issue by issue, and to underline on his list all responses which seem to him promising and worthy of further thought or exploration. This exercise should be done in the full group with about four or five minutes allotted for the underlining activity for each issue. Once this review is complete, the chairman can go on to describe the model building process which will be used, and the relevance of the work just completed will be evident.

The Creation of Individual Models

The second step in the model building process is the

creation of a personal model for the future of the school by each Committee member. The intent here is to elicit relatively informal personal visions. Members are asked to write two or three page personal models without following any set format. Rather, Committee members should focus on the most distinctive elements of their vision and present that vision in the most creative way possible. The personal models, then, should be relatively brief, need not follow any pre-set format, and are primarily useful in forcing Committee members to focus their thinking and share their ideas with others.

Committee members will need guidance as they begin their personal model building, not because the assignment is a difficult one but because most will be inexperienced in model-making. For this reason, we offer a structured step-by-step process that Committee members can use if they are finding personal model building difficult. It has the advantage of necessitating further work with the brainstormed lists, which we view as extremely desirable because the lists are so rich with good ideas.

Each Committee member should be asked to think seriously about his future vision of the school and to identify the "key components" of that vision. By "components," we mean the major emphases in the vision, especially those elements in the vision that are different from those in the present school. These components might be a new program, a new direction, an issue, a new focus--e.g., new uses for unused land, programs for adults/elders, broader interaction with the local community, better preparation in life skills, etc.

Next we suggest that each member make each key component the heading on a 5 x 7 card, and then go through the complete brainstormed lists, entering on the appropriate cards those brainstormed responses--those possibilities--which he wants to consider as he develops that component of his vision.

The following is an example of a component card:

Development of a profit-center
- devote winter term to intensive "Berlitz-type" skiing program; bring in entirely new "one-term" student body - establish alumni winter or winter-weekend "college" with educational/outdoor program

- make school a conference center for business and industry
- sell recreation facilities memberships to local community
- open restaurant/theater
- start smokehouse, maple sugar mill; distribut products nationwide by mail
- establish local crafts cooperative
- operate condominiums on back 30
- open fix-it shop using student labor
- become tree farm; do selective cutting and selling of our wood
- open diet camp
- establish executive college/retreat on contract basis with major national corporation
- create and market program to raise CEEB/ACT scores

Committee members should be urged to be selective, but not omit any idea that intrigues them. The chairman should remind the group that the key component headings on the card describe general areas of emphasis and can be altered or clarified as the responses on the brainstormed lists sharpen the definition of the component. The emphasis in filling out the card should be on bringing together ideas from lists, clustering them in categories which fill out that component of the vision for the Committee member. Clearly, some new components (new cards) may be added as the Committee member works through the brainstormed lists.

Once the cards are completed, the personal model can be written, using the cards as a resource and guide. The chariman should emphasize that members should choose the most creative way of presenting a personal vision. Samples of personal models are provided in Appendix C which suggest the latitude possible in individual models. Two of the models presented there were written for the fictitious Pikenorton School, which is briefly described in a descriptive profile in that appendix. The third model in Appendix C, intitled, "The Day School Center," was produced by a Planning Committee for the Poughkeepsie Day School, and carries the force of authenticity. The three samples show the diversity of style and format that should be encouraged in the personal models. They are personal expressions and we believe creative responses are encouraged if a set format is not imposed at this stage.

We have also provided in Appendix D, directions on how to construct a personal model, which can be xeroxed and distributed to Committee members along with the sample models.

The steps presented and discussed above are described in Appendix D in a way that should be helpful to the Committee members as they work independently on their personal models. Those members who have been actively and creatively developing a personal vision for the school as they moved through stage one of our process may be tempted to be perfunctory in their use of the brainstormed lists. All members should be reminded that a serious review of the brainstorm list is essential if all the alternatives available are to be considered and if the personal models are to be more than expressions of personal biases brought to the Planning process.

Creation of Task Forces and the Formulation of Task Force Models

In stage one of our process, all of the activity was full Committee activity. In stage two, Committee members work first individually, then in Task Forces. Task Forces should be small--from 3-5 members--and composed of people who work well together. The chairman can choose to create Task Forces of like-minded individuals to develop their common ideas, or he can create Task Forces that are each broadly representative of the thinking of the Committee. In either case, each Task Force should contain its share on influential and vocal Committee members to insure that all models get serious consideration. The small size of the group, and the specificity of its task, have allowed Task Forces of varied composition to function successfully and to play a key role in the planning process.

The responsibility of the Task Force is to produce the fewest number of models it is comfortable with as a group in the face of all the good personal models the group will have. Although the Chairman may want to make copies of all personal models available to everyone on the Committee, the Task Forces should deal only with the personal models of its members. These should be shared, and then the Task Force should begin working together to combine ideas from individual models, to reject some components perhaps, to add others, to redefine some components and responses, and even to do some Task Force brainstorming on components the group has uneasy feelings about. The motto on the Task Forces work should be Fewer Models are Better. We have used the analogy of pencil sharpening; one gets a point by cutting away.

The Task Force models should be somewhat more detailed and expanded than the individual models, but are still exploratory in nature and should not be viewed as finished

products. Absence of rigid expectations or a set format will encourage some Task Forces to develop a few components in depth, others to project a broader vision, and the full Committee will come to benefit from this variety as the final models are constructed.

To do its work well, the Task Force may well have to collect information necessary to build the model, and to contact resource people within the school and the community. It should be remembered, however, that the model is a vision, and not a representation to be realized in every detail, and, moveover, it is at this stage a "first draft" of the group's vision. The model will be perfectly adequate if painted in broad brush strokes. The Task Force must be confident about the models it presents to the full Committee, but this does not mean it has to project every detail of the model ten years out. A sample Task Force model, which can be reproduced for the Committee, is provided in Appendix E.

Identifying Policy Goals in the Models

Once the Task Force models are completed, we ask the Task Forces to prepare to present their models to the full Committee by identifying the policy goals on which the models have been built. Policy goals are central to our concept of long range planning. By policy goals we mean statements which define the future directions of the institution, and upon which the models have been built.

The task at this point is to articulate those goals which are already implicit in the models which have been built. Each component of a model is a desired direction for the school and need now only be expressed as a goal for the school. For example, the printing press in the Pikenorton model has been used to represent the goal: "To explore the creation of a profit center within the school." Further examples of policy goals can be found in Appendex E and Appendix G on pp. 9-10.

The identification of policy goals by the Task Forces is the first step towards the identification of these goals by the full Committee. Once these goals have been agreed upon by the full Committee in the next stage of our process, they can be presented to the Board of Trustees, and if approved by the Board, they will become clear indications of the directions the school is committed to the next decade.

CHAPTER FIVE

STAGE THREE: PREPARING A PRESENTATION FOR THE BOARD OF TRUSTEES

In this final stage of our process, the tasks are

-- to choose and refine the model or models to present to the Board of Trustees

-- to reformulate and refine the policy goals for the models to be presented

-- to develop implementation steps for each model

-- to prepare a recommendation for the Board of Trustees

In Stage Three the Planning Committee is going to have to begin thinking in strategic and political terms for perhaps the first time. The shape of the model or models; the way in which goals are expressed, the degree of detail necessary in the steps of implementation, will be determined by the audience to be addressed--most immediately the Board of Trustees, but secondarily the larger school community and all those whom the school hopes to interest in the school of the future. No standard presentation will fit the needs of the wide variety of independent schools.

In Appendix G entitled, "Sample Board Presentation-suggested format," we recommend a format we have found effective, and which is sufficiently flexible to permit Planning Committees to integrate greater or lesser amounts of detail in any given section. We do have confidence that the format's concentration on the model as a future vision, on extracting from the model a number of essential policy goals, on developing a convincing rationale for selecting these goals, and on describing a suggested plan for incremental progress toward these goals represents a particularly effective and compelling way to present the Committee's work to a wider audience.

The Chairman of the Committee and the head of the school will best know how the work of the Committee should be brought to the Board and what degree of detail it will demand in a long range plan. Clearly, the Board members on the Planning Committee will be influential in determining the Board's response to the planning document, and their role in the

final stages of our process should be given careful thought by the chair and the head of the school. The head of the school and members of the administrative staff will also become more visibly dominant figures in the process once the model is determined, and should play a major role in developing the steps of implementation, as they will be responsible for carrying out the plan.

Choosing and Refining the Model or Models

In the paragraphs immediately above, we jumped ahead to the final presentation to the Board of Trustees although the Planning Committee is still some distance from that final task in this narrative of our process. We have done so in part to make a point: namely, that the work and format of the final stage of our process will be dictated by what the chairman and the Committee decide to take to the Board of Trustees. And this decision will of course be based in part on the Board's expectations, and in part on the nature and quality of the models the Planning Committee is in the process of developing.

A clear agenda for the final stage of the process can not be set until one important decision had been made: namely, how many models are to be presented to the Board in the Committee's formal recommendation to the Board. When this important decision should be made is, however, difficult to forecast. At one of a pilot schools, after the Task Forces' models had been presented, the Committee decided to produce one model for the Board's consideration, for this was the Board's expectation as perceived by the chairman. At a second pilot school, at the same point in our process, there was the desire to see Task Force models more fully developed, and even costed out, before any final decision on the number of models could be made. Apart from timing, events and different expectations make it difficult to be directive about the way our process unfolds at this point. It is conceivable, for example, that a chairman could decide to take two or three fully developed models to the Board, either because the Board wanted to choose among options or because the Planning Committee could not agree on one.

Regardless of the number of models to be presented and when that decision is made, the full Planning Committee should study the Task Force models carefully, with the intention of

combining models, combining elements of models, or refining models in the light of the thinking of the other Task Forces. No procedures for facilitating the discussion and negotiation that must take place at this point adequately describe the dynamics we have observed in our pilot schools, but a few general observations can be made.

First, adequate time must be given for the full Committee to study and absorb the models. Members will find the models produced by their Task Force extremely lucid and comprehensible because they have worked so hard on them, but they may be perfunctory in their review of other models because of their investment in their own. We have found that oral presentations of the model encourage in-depth discussions. If the chairman feels a model has not been given a fair hearing, he may wish to ask a member of the Committee who has not been involved in producing a given model to make a summary of it for the Committee. The full Committee must feel responsibility for all the models produced.

Secondly, a comparison of the policy goals of the models is often more revealing then a direct discussion of the models. Frequently, widely divergent models will be built on very similar policy goals, and this condition presents quite a different problem for the Committee than models based on very different policy goals. We suggest that time be allowed for combining policy goals as a step in the process to decide which model or models the Committee wants refined or will support.

Thirdly, the chairman should encourage the Committee to think in terms of points of agreement and disagreement over policy goals and models. (This approach can aid the Committee in deciding how many models to take to the Board.) Experience has convinced us that in our process sustained conflict over a number of goals or component of models is unlikely if it is clear whether one model is required in the final presentation or a number of alternative models are preferred. Models and goals will, of course, generate a variety of strongly held responses that need resolution. But once a sense of what will go to the Board is established the resolutions will come more quickly and generally with a sense of satisfaction resulting from the pieces beginning to fall into place.

Once the Task Force models and policy goals have been given a fair review, and a "distillation" of models and

goals has taken place through discussion, Task Forces may need to be "reconstituted," this time with members volunteering to further develop or refine a given model of particular appeal to them, along the lines required by the previous discussion of the model. If it has been decided that one final model is desirable, the full Committee can set to work synthesizing and refining the model. Working for consensus on one model has the appearance of the quickest and most efficient way to carry out the Committee's work, but it can weaken the final product if consensus on one model is doubtful or the decision to present one model is not firm. If the Committee is intrigued by a number of the Task Force models that offer promising future directions for the school, the reconstituted Task Forces should set to work during the first meeting of this stage to rework models by synthesizing and combining elements. These revised models should be reported back to the full Committee and discussed until it becomes clear where the Committee as a whole stands.

When the chairman feels that the model or models are taking final shape, he should appoint Committee members to do the writing of the final products. If the discussion of the models has been thorough, the writing of the final products is not a difficult task. It is a time consuming one, and a task that requires the skills of a good listener, writer and synthesizer.

As the Committee refines its models, it cannot be emphasized too often that the model is merely a vision of the future school, not a representation which will be realized in every detail. The final model should contain sections on finance, admissions, curriculum, staffing and physical plant, but these sections should emphasize the long-term vision. If the model becomes overparticularized, the Committee's vision will be lost in the detail expectations will be raised and a sense of certainty implied which is misleading. The model should express the Committee's hopes for what the school might be in a decade if it capitalizes on its resources and the opportunities available to it.

A sample final model is provided in Appendix F, and we propose it for emulation. We hesitate to recommend this sample as an "ideal" model because the degree of development and detail desired in a model will vary so much from school to school.

Reformulating and refining the policy goals

The importance of the statement of policy goals has been indicated above, but cannot be underscored too often. The goals are statements by the Committee of future directions for the institution. When the Board votes on these policy goals, it will be establishing policy for the institution.

The articulation of policy goals presented no difficulties for our pilot schools because every step of the process builds toward this conclusion. The precise wording of the goals demands some attention, and this task can be taken by the chair or turned over to an individual or special committee. Examples of policy goals can be found in the sample Board presentation found in Appendix G.

Implementation Steps

Once the policy goals are clear, the Committee's task is to identify a number of actions that can be taken within the next few years to explore ways in which the policy goals can be attained. We suggest that these implementation steps be as specific as possible--that they set targets against which the administration's implementation efforts and the validity of the policy direction can be measured. The implementation steps may involve further study of very specific desired actions, they may set pilot programs underway, they may charge individuals or groups with certain tasks. The steps should be those which will explore ways of realizing the policy goals in an imaginative, and realistic ways involving maximum risk to the institution.

It is important that the Committee think in strategic terms as it proposes steps of implementation, for there are many possibilities open to the school which will enable it to realize any given policy goal. Recommendations must now be made as to which ones shall be pursued in the near future, and the decision should be made on the basis of those actions which have the greatest potential for expansion, which further the purposes of the school and other policy goals, and yet involve a minimum of risk for the institution. For example, a school that sets a policy goal of increased emphasis in the curriculum on experiential education can

implement that policy in a number of ways. It might make experiential programs part of the requirements for graduation, it might devote a mini-term to such activity, it might create a summer program for regular and part-time students to further its goal, it might attempt to create a league of cooperating institutions to further experiential education. The choice or choices should reflect exploration of this goal in ways that capitalize on the on-going resources and aims of the institution and the implementation should test the idea in a modest way, but one which permits great expansion or quick retreat.

The identification of implementation steps is important, and care should be taken to devote sufficient time to this step in the process and to encourage participation in it by the full Committee. There is a tendency to see the work as done once the shape of the final model is agreed upon by the Committee, but it is the substance and validity of the goals and implementation steps which will determine the future shape of the school. As suggested above, the head of the school should be influential in defining the suggested steps of implementation, but we have found it helpful to have the Committee brainstorm possible steps of implementation for one or two years out which the Board, the chairman, the Planning Committe or an appointed sub-committee of the full Committee can select from and refine.

Presentation to the Board

Appendix G contains a sample presentation to the Board of Trustees which we believe is a sound document. As suggested above, the shape of the Board presentation must be defined by the school. We do suggest that the presentation include some description of (1) the planning methodology which will prepare the Board for the plan they will be presented, (2) a rationale for the directions envisioned by the Committee, (3) a description of the model which contains sections on curriculum, physical plant, enrollment, faculty and finances, and (4) section on policy goals and steps of implementation. Since most Trustees will probably expect some version of the usual five year financial projections, some explanation and justification of methodology is important. Likewise the Committee should remember that the Trustees have not had exposure to the national and local issues considered by the Committee, and will have to be persuaded in a rationale

section that the plan meets the future needs of the school. In the rationale section, the Committee should emphasize the way external considerations and issues have influenced its recommendations. Too often, there is a tendency to justify a "new" direction primarily by demonstrating how it builds on the school's present strengths and resources.

Clearly some Boards will require more detailed financial information--both in the financial profile section and in the costing out of steps of implementation, and the chair will have to make these decisions. We would advise Committees not to become overly precise about financial detail because long term projections are suspect and because we believe the focus should be on policy goals. Other members might desire more extensive rationale for the policy goals chosen and the chair should be sensitive to this need, while at the same time being mindful of how unlikely it is to produce firm documentation of a direction in a time of institutional uncertainty.

Our process emphasizes the setting of goals and short term steps of implementation--actions that can be taken without great risk to the institution. It is designed to test new directions that the school might take rather than ask dramatic immediate changes of an institution. Its strength is in assisting the institution to respond to societal changes in a controlled and planned way, and Boards should be reminded of these virtues.

We recommend that actual presentation to the Board be made by the chairman of the Planning Committee or a Board member on the Committee designated to do so. All of our pilot schools felt it important to make preliminary presentations or at least progress reports to important Board members or significant Board Committees, either the Executive Committee or the equivalent of Educational Policies Committee. This advance work was especially important in building support within the Board and suggesting areas that needed modification or strengthening. One of our pilot Committees conducted a mock-presentation with the Planning Committee sitting as the Board, which strengthened the final presentation and was an appropriate conclusion to the work of the full Committee.

Planning as a Continuing Process

To state that planning is a continuing process has

become a cliche, but it is a cliche that cannot be repeated often enough. Our process, makes yearly review imperative, because decisions to be made by the Board each year will have to be made in the context of the policy goals set and the degree to which the earlier steps of implementation have been successful. If the plan is both forceful and imaginative, it should incorporate the capability to test a new policy direction through a given implementation strategy, pulling back if unsuccessful, then test it again using a different strategy, all at modest risk to the institution.

The sections on policy goals and steps of implementation can be distributed every year to remind the community of policy directions agreed on and to test the school's progress in realizing them. It seems to us that these pages combine a long range plan, a management tool and a statement of educational direction that will make them useful and essential as the school moves into its future.

APPENDIX A - Suggested Calendar

STAGE ONE: CONSIDERING THE ISSUES

Week 1 (Retreat)
- *orient Committee*
- *brainstorm national issues and perhaps rank them*
- *identify local issues*

Assignments: Review lists of brainstormed responses when received and add further personal responses. Review local issues list for possible additions.

Week 4
- *determine final list of local issues*
- *brainstorm local issues*

Assignment: Review all lists of brainstormed responses and add further personal responses.

STAGE TWO: BUILDING MODELS

Week 6
- *review local and national brainstorm responses*
- *introduce model building techniques*
- *begin individual model building by component card exercise*
- *announce composition of Task Forces*

Assignment: Produce personal model for next meeting

Week 8
- *introduce policy goals concept*
- *break into Task Forces to hear personal models*
- *Task Forces begin design of Task Force models*

Assignment: Produce Task Force models for next meeting, with list of policy goals for each model.

Weeks 9-14
- *Task Forces set own meeting schedule*

STAGE THREE: PREPARING A RECOMMENDATION

Week 13 (Retreat or Extended Meeting)
- *present Task Force models to full Committee*
- *reconstitute Task Forces to synthesize and refine models*
- *select and refine Task Force models for presentation to Board*
- *introduce steps-of-implementation concept*

Assignment: One writer from each reconstituted Task Force should write final version of model for next meeting.

Week 16
- *presentation of model(s) to Planning Committee for critique*
- *development of incremental implementation steps for model(s)*

Assignment: One writer from the Committee should write up the final presentation to the Board.

Week 19
- *final written recommendation for Board presented to Planning Committee for critique and vote*
- *mock presentation or strategy session on Board presentation*

APPENDIX B

Local Issues
Sample #1

1) Need to improve student life in the following areas:
   a) dormitory conditions
   b) discipline
   c) social life
   d) responsibility for own personal growth
   e) counselling

2) Need to improve mix of students admitted to our school. There was a feeling that, as we have been able to be more selective in admissions, the student body has become more homogenous. Similarly, there needs to be a balance within the curriculum which can challenge different levels of student ability.

3) Need to improve faculty life in the following areas:
   a) social needs of single faculty
   b) relief from workload pressures
   c) professional growth
   d) compensation
   e) diversity of background
   f) counseling

4) Need to establish a stronger sense of institutional identity in the independent school world. The identity should include the kind of close and personal student/faculty involvement which characterize the school today, but there was a general feeling that the quality of the school is well ahead of its public image. This underscores the need to exercise leadership in defining a more distinctive mission.
   a) this has practical application in the areas of tuition and faculty salaries where we were seen to be too near the middle among its competition.

5) Need to improve communications manifest in a number of ways:
   a) at all levels within the school
   b) to make various school constituencies more aware of financial needs of the school
   c) to publish more frequent, less formal communications for different publics with emphasis on providing a better sense of the flavor of what is going on at the school.

6) Need to develop new ways of making better use of off-campus resources.

7) Need for more general concern for standards: admissions, student and faculty behavior and discipline, educational performance.

Local Issues
Sample #2

Finances

How to improve the School's economic base and decrease its long-term debt, thereby reducing the impact of the School's financial situation on school policy, particularly with regard to scholarships.

Mission/Values

A unique characteristic of the School has been its commitment to a diverse school community--students, faculty, trustees. How can we maintain or increase this commitment and at the same time be true to our western, Christian traditions?

Size/Scope

We have recently been through a period of rapid growth. How should the School respond to a number of specific challenges/ opportunities which will affect its size and the nature of its student body?

a) K-12, 7-12, 9-12?
b) influx of major corporate headquarters personnel?
c) imbalance of demand for day vs. boarding places with resulting double admissions standards?
d) continuation of boarding department?

Educational Scope

What are the most appropriate balances which need to be established in our educational program with regard to course offerings, activities, off-campus programs, the role of the arts, and how can that balance be achieved given the present restrictions of the School's scheduling arrangements?

Governance

Given the increasing tendency toward more formalistic relationships within the School, how can we establish and maintain an atmosphere of trust while at the same time responding to the contemporary needs for evaluation and accountability of faculty, for increased salary and perquisite specificity through contractual arrangements and for increasing the proportion of females in the School's faculty and administration?

Physical Plant

How can our immediate physical plant needs--for a learning resource center, an enlarged dining facility, and improved faculty and student housing--be most successfully integrated into the School's longer term goals?

Human Resources

How can we better utilize our human resources, most particularly its trustees and parents?

APPENDIX C

Sample Personal Models

Pikenorton School - Background information for the models

Pikenorton School was founded in 1922 in the tradition of the progressive education movement. Pikenorton enrolls 300 students in grades 9-12. It is a coeducational day school located in Rawlins, a suburban community of the Tate metropolitan area in an industrialized Middle Atlantic State.

The School has achieved considerable distinction in the arts and in communications. The school newspaper is highly regarded. The year book annually is given national recognition among pre-collegiate publications of that kind. While the school's music department is only average, its students work at close-to-professional levels in theater and in art.

Pikenorton has had good leadership over the years. The founding headmaster, Peter Prince, was well-known in progressive education circles and for 20 years he led the school through a very successful if not particularly prosperous era. Sound, if not particularly imaginative, leadership kept the school on course over the next 25 years. In 1967 the Board of Directors appointed Fred Welling as headmaster. Mr. Welling had had a distinguished career both in business and in independent schools. He had been Vice-President of Capco Industries, a medium-sized paper products firm when, in 1962, he abruptly left the company to pursue a career in education. He accepted the position of Assistant Headmaster for Tayton Academy where he served with distinction performing a variety of administrative jobs until his appointment to Pikenorton. During the next 10 years Welling strengthened Pikenorton in its financial management practices and continued to stress a solid

college preparatory education in an informal atmosphere with an emphasis on personal growth and creativity.

The suburb of Rawlins is a close-in bedroom community for Tate, but which over the past 20 years has developed some medium-sized industry of its own. The town is upper-middle class in population and conscious of the value of cultural activities in its tradition. Over the years Rawlins has become the place of residence for executives in the institutions serving the arts--the museums, galleries and theaters--as well as many of the artists themselves. Rawlins is proud of its community theater, its chamber music group and its choir. One local industry is Prestige Press, which prints high quality illustrated books on art and architecture. Historically, Pikenorton has served the families of those who consider themselves to be "in the arts" and the alumni and parent groups include individuals in influential positions with most of the artistic and cultural endeavors in the metropolitan area.

Pikenorton, then, has been successful by most measures, yet there are two problems which concern the Pikenorton Board of Directors as they look to the future.

First, there has been a gradual erosion in the applicant pool to Pikenorton. The School still has a full enrollment, but at the concluding faculty meeting of the 1976-77 academic year a number of teachers complained about the decline in the academic ability of the entering students. This expressed concern has made the admissions situation a major issue at the school.

Second, and less specific, is the feeling among a number of individuals who have been associated with the School over a long period that Pikenorton has lost its quite specific and unique original educational mission. In the earlier years of the School families from all around the Tate metropolitan area sent their children to Pikenorton specifically because of its progressive approach to education. As the area has become increasingly developed and the population has grown, one independent school and two Catholic schools have been founded in adjacent suburban communities which used to send a significant number of children to Pikenorton. With the decline of the progressive movement and the increased competition for students from communities with newly-established schools, Pikenorton found itself serving a more local clientele with a less specific and focussed conviction about the proper approach to education. As a consequence Pikenorton had, in the words of senior faculty member, Nelson Farr, "drifted to the center" and now lacks a distinctive institutional identity.

It was in this context that the Board of Trustees of Pikenorton School enlisted the help of the Commission on Educational Issues in preparing for the future through the implementation of the Planning and Policy Development process.

A Vision for Pikenorton - A Personal Model

My vision for the future has curiously and unintentionally brought me back to Pikenorton's past. What I propose will result in a return to Pikenorton's early convictions about academic excellence, the importance of the arts, and a diverse student body.

The Future Pikenorton I would like to see would be a school which emphasizes the arts, has special programs in all of the arts, and draws students and faculty especially interested in the arts. It would continue our strong offerings in theater and the creative arts (including creative writing), but the music and dance programs would be strengthened considerably and result in a school with more activity in the performing arts than we now have. With staff of comparable quality in all arts areas, we would see more interdisciplinary cooperation and more true creativity as faculty in various areas worked on multi-media forms of expression.

The school would offer advance courses in all of the arts areas so that our graduates could go directly from Pikenorton to professional schools in the arts. All advance courses could be offered on a credit/no credit basis, and most of them would be offered in the afternoon, as part of a revised schedule that created two-hour studio periods every afternoon. Such a schedule might result in a de-emphasis on interscholastic sports. It conceivably could release students for sports late in the afternoon, but if schedule conflicts developed I would recommend that our

interscholastic sports program be replaced by a recreational-life sports program.

I see the introduction of advance work in all of the arts as raising the academic standards of the school. Pikenorton Future would provide advance level work in all academic areas by entering into a cooperative arrangement with other schools in the Tate area. Basic courses in all academic areas would be offered at Pikenorton, but only advanced courses in arts and humanities (with a special emphasis on culture and the arts in this area) would be offered. Students would attend other schools in the Tate area for advance level courses in math, science, language, English and history, and students from other schools (e.g., Pius, Wheaton and Hilladel) would be offered places in our advanced level arts courses if they had achieved a minimum of B level work in two or more arts courses in their own school.

Throughout the school, education would be competency based education. The school would have encouraged those few teachers who implemented the rather radical idea of competency based arts courses, and now would use this approach in all courses. In the basic courses this would enable students to test out of basic requirements and quickly proceed to advance level courses in the arts. Furthermore, the satisfactory completion of the competency in the basics would be considered sufficient for a Pikenorton Diploma, and I would hope that many adult learners seeking diplomas would enroll in this program. I would be especially interested in some liaison with the local Ceta program, for this would expose many from aesthetically poor backgrounds to the arts arena at Pikenorton. The

diploma for those who went on in the arts would be called the Diploma with Arts Specialization. It would be granted by the faculty upon petition, and there would be no requirements for it beyond those for the "basic" diploma.

Further diversification of the student body would come from our specialization in the arts. It would make Pikenorton a magnet for students interested in the arts and once again we would see able students coming to the school from the metropolitan area, rather than primarily from Rawlins. And I would hope we might have special scholarships to attract outlying students, perhaps through a special grant from the Prestige Press, or some other local corporation or foundation with philanthropic impulses.

I would hope, as the school established its reputation as an arts school, we would add a summer program of high quality for teachers of the arts in secondary schools--public and private--to promote our ideas about the importance of the arts, to encourage cross-disciplinary work and to create a national community of secondary school artists. And finally, guiding the school in this direction, I would like to see an Advisory Committee for the Arts composed of accomplished and distinguished artists in the area, many of whom are already friends of the school. This group would assist us in continually devising and evaluating program and in attracting the best staff, in addition to establishing our image as a school concerned about the arts. This Advisory Group would be a large one, and its members would be teachers in residence at Pikenorton; would offer shows, demonstrations and performances; and might even form the basis for either a Community Center for the

Arts or a National Center for the Arts, based at Pikenorton.

I foresee a renaissance of the arts in the U. S. within the next decade and believe Pikenorton has the resources, tradition, creativity, and responsibility to be a leader in the arts.

Pikenorton Personal Model
Pikenorton Family Education Center

Moving my books today into my new office in the Community Institute for the Arts, I lingered over the 1977 edition of the Pikenorton Embers -- the yearbook in those days. It is remarkable to look back at the "school" as it was. I shouldn't be surprised since it was just then that we began to look hard at the future of that shaky little school. We have come a long way to the Pikenorton Family Education Center which houses the many programs we now provide.

As I remember, we were most worried about the declining admissions of the college prep program -- of course, that was all we had. Oh, yes, we were also concerned about how much time the buildings stood empty. Boy, what a change since then. I was the leader of the teachers association that year and we were eager to insure that the planning committee took our futures into consideration as well.

Our college preparation admissions are not a problem now. Of course, that program is much smaller now. As one of several programs, it has been reduced to a three-year specialized program and only enrolls 200 students. Just last year the five-year Business and Technology Program became larger. I suppose the growth in B&T has been helped by our awarding the Associates of Arts degree to the graduate. On the other hand, I think our success in placing the graduates in good jobs with our cooperating corporations has made the program desirable for most kids.

The incorporation of the "job experience" rotation as a part of the graduation requirements has helped us in that placement. Personally, I would be happy to see more students in the Cultural Arts Program, but that can come now that we've opened the new Community Institute for the Arts and we have more room.

It is interesting that we were worried about plant utilization then. Of course, we were not running the Day Care Center and Pikenorton P.M. then. I suppose that when we decided to build the planned Living and Learning Community on the Tappan Road property that we hoped the retired people would be involved with the life of the school. Still, I don't think that we realized that opening housing up as well to faculty members and artists in residence would increase the impact so much. Now with many of the retired people teaching in all of the programs as well as taking courses, they seem to really be a normal part of the Center.

The faculty worried a great deal when we projected such program and market diversification. We couldn't afford to improve significantly the new salary scale as we developed the new program, but we sought other ways to compensate the faculty: housing provided in the Living and Learning Community, the food coop, the credit union, etc.

Of course, the profile of the faculty has changed almost as much as that of the students over the years. We are almost twice as numerous but with many as single course

teachers -- particularly those teaching in the Community Institute for the Arts and Pikenorton PM. We are a more diverse group now, with the "In Residence" retired, artists, and sabbatical faculty. It still amazes me how much more interesting we are as a group now and how well instruction in the various programs overlaps.

The College Preparatory Program still offers the traditional curriculum recommended by college admissions offices but has been enriched a great deal by the specialized courses now offered by the "In Residence" elders and others. The students really enjoy the "British Don" system which allows them to "read" extra subjects on a tutorial basis with the voluntary elders.

Of course, the retired business and technical people living in the Living and Learning Center have become the strength of the Business and Technology Program. When we started that program and began using the retired people to augment our instruction, we didn't realize the number of "white collar" positions for which we could prepare our students. Working in conjunction with "Cooperating Corporations" we now offer job entry level programs in sixteen separate career areas.

My own Media/Arts Program, which provides for a three-year specialization in music, the visual arts, or the communicative arts, really got its start when we expanded our teaching use of the printing press and added the TV studio. Still, the establishment of the Community Institute for the Arts to provide courses, lectures, recitals and art shows for the community enabled us to hire the quality faculty

which has attracted our outstanding students. The boarding spaces we established in the Living and Learning Community have made it possible for some of our most talented students to attend.

Finally, Pikenorton P.M. enables us to take advantage of outstanding teachers from the community whose regular jobs occupy their days. It always surprises me how many people, whose careers are in business or industry, turn out to be such outstanding teachers when they are dealing with subjects that are close to their interests, whether vocational or avocational. Of course, the mixture of our own older and younger students with families from the community makes the classes lively and challenging for all teachers.

The new yearbook, The Phoenix, really does reflect the excitement of the new Pikenorton Family Ed. Center, as the national awards it has won attests, but still it is fun to look back at the old copies of Embers -- I look so much younger then.

Poughkeepsie Day School / 39 New Hackensack Road / Poughkeepsie, New York 12603 / (914) 452-760

April, 1977

THE DAY SCHOOL CENTER

A Model of Poughkeepsie Day School for the year 1984-85

Developed by a special committee consisting of members of the Board, faculty, parents, community, and a teacher intern: Bob Auchincloss, Caroline Bird, Burt Gold, Eamon Grennan, Bob MacKennan, Lucia Mittelmark, Ron Robbins, John Scardina, Mike Solow, Josephine Spencer, Tal Streeter, and John Zilliax.

The Day School Center for 1984-85 will be a greatly diversified corporation, requiring an expanded Board of Trustees in number as well as function. At the core of this operation is the school, K-12, substantially as it is in May 1977, the size gradually increased to 180 students. The School will be managed by a director whose job description is substantially the same as in May 1977. The School's function will center on providing the basic skills that seem fundamental to every child's development. Although those basic skills may change in nature in order to meet the demands of the times, they certainly will include a superior practice of reading, writing, and computation along with the general aims we have now established (organizational, communicative, physical, perceptual, evaluative and thinking skills).

The diversified functions surround the core school but operate independently of it. Each separate function is separately managed. The term "arcade" may be used metaphorically to describe this gathering of independent operations available to a wide variety of people for many different reasons. The "arcade" term is metaphorical because these operations are not limited to a physical area or even to the Poughkeepsie Day School vicinity.

The diversified functions are seen as opportunities for Poughkeepsie Day School students to add to their programs, and to replace a part or all of their school programs. These functions also form an

opportunity for people who are not enrolled in the school to participate in the life in Poughkeepsie Day School: adults during the normal school day or after school and at night; students from other schools on a part-time basis during the school day or after school and at night.

Although the director of the core Poughkeepsie Day School would be a Board member and hence an overseer of the entire operation, he would not be directly responsible either to the Board or to students or faculty members for running the other enterprises. Each enterprise would have its own chief who would be under specific contract to the Board. The leaders of these enterprises could be employees of Poughkeepsie Day School or self-employed with a rental or lease arrangement with Poughkeepsie Day School.

Such enterprises which should be related to the function of Poughkeepsie Day School in general, yet specifically different, might include:

a. A gymnastic/dance academy operating in rented school space during the school and after school and at night

b. A circulating library

c. A music school

d. A restaurant and bakery

e. A bookstore

f. A job printing operation

g. An after school day care unit

h. An evening school for adults and students (Poughkeepsie Day School students would be able to take courses here in lieu of day time classes)

i. A small theater with an evening repertory company in residence

j. A craft center where people can both make and buy items

k. A tutorial center

l. An indoor facility for athletics, including indoor tennis courts or a tennis club

m. One or more satellite campuses, one in downtown Poughkeepsie and another possibly roving, set up in different parts of the United States or the world on short term mobile unit basis

n. An exchange program center in which an "experiment in national living" sponsors student exchanges with other schools and communities all over the United States

These enterprises are in fact samples of possibilities which would provide opportunities for Poughkeepsie Day School students to:

1. interact with a wider variety of people, young and old;
2. work in a practical business making enterprise;
3. live in other areas;
4. go to school with parents;
5. have a greatly expanded curriculum;
6. enjoy improved facilities and expert teachers not otherwise available.

The addition of enterprises such as those described above would also expand Poughkeepsie Day School both in student population and corporate function. It would meet the future need to provide educational services for the increasing older population as well as providing part-time students at earlier levels. It would also provide several different sources of revenue, since each enterprise would be required to pay a contracted amount to Poughkeepsie Day School.

New facilities would be required to provide a small theater, an athletic facility, a satellite campus in the city of Poughkeepsie, and quarters for some enterprises such as the print shop or the dance/gymnastic academy.

Autonomous management and fiscal responsibility for each enterprise is the key to making this greatly expanded operation work. The assumption on which this plan rests is that self-interest and the need to operate profitably in order to survive would go a long way toward guaranteeing the stability and success of a given enterprise.

The expanded Board's responsibility would be to ensure that enterprises met their commitments per contract and that any enterprise served the best interests of Poughkeepsie Day School as a whole. In this way, of course, the Board would not only serve the long-term expanded interested of Poughkeepsie Day School but also would be fulfilling the responsibility of the corporation for serving the community as a whole.

John Zilliax, Director, 1972-1977
For the Committee

Richard E. Hanson, Director, 1977-

APPENDIX D

Step-by-Step Directions for Personal Model-Building

I. Individual Identification of "Key Components"

We ask each of you to think seriously about your future vision of the school and to identify the "key components" of that vision. We use the words "key components" to refer to the major elements in your image of the school in the future, especially those which differ from the present elements. These components might be a new program, a new direction, an issue, a new focus -- a building block that will help you develop your vision. Examples might be: new uses for unused land, programs for adults/elders, broader involvement with the local community, broader preparation in life skills, etc. We ask you to choose a short title for each of your key components and write it on the top line of a 5" x 7" card. This card will become a note card to record ideas for use in writing your personal model.

II. Fleshing Out the Components: Filling Out the Card

We then ask that for each key components card, you go through the complete brainstormed lists and choose those responses which you want to consider as you develop that component of your vision. Be selective, but don't omit any idea that intrigues you. As you fill out the cards, we encourage you to continually reconsider and redefine the title you have chosen as the responses you have selected clarify the component. You, of course, can add new ideas of your own to the cards and are encouraged to look for combinations or ways to interlock responses with each other. When completed, the cards should provide the organized "raw material" for your model.

The following is offered as an example:

Development of a profit-center
- devote winter term to intensive "Berlitz-type" skiing program; bring in entirely new "one-term" student body
- establish alumni winter or winter-weekend "college" with educational/outdoor program
- make school a conference center for business and industry
- sell recreation facilities memberships to local community
- open restaurant/theater
- start smokehouse, maple sugar mill; distribute products nationwide by mail
- establish local crafts cooperative
- operate condominiums on back 30

(continued)

APPENDIX D

- open fix-it shop using student labor
- become tree farm; do selective cutting and selling of our wood
- open diet camp
- establish executive college retreat on contract basis with major national corporation
- create and market program to raise CEEB/ACT scores

III. Creation of Individual Models

Once you have identified all of your "key components" and filled out as many cards as you have components, following the process listed above, we ask you to write your individual model. We encourage you to choose the most creative way of presenting your personal vision. There is no prescribed format for personal models although the sample personal models which you have been given do indicate the kind of response expected of you.

APPENDIX E

SAMPLE TASK FORCE MODEL
FROM MAUMEE VALLEY COUNTRY DAY SCHOOL

Draft

It is hard to believe now, but about fifteen years ago there was considerable discussion about whether or not Maumee Valley's High School was a "viable" program. Some said that Maumee Valley's tuition costs were prohibitive and that Maumee Valley had priced itself out of the market; others argued that the program was not that unique or special--for the extra cost. Still others felt that the upper school operation was simply not cost effective. After much "wringing of hands" and heated debate, the proponents of an independent college preparatory, liberal arts program prevailed--and thank goodness they did. Today, Maumee Valley's high school numbers about 175 students and its curriculum is essentially the same as it was then. Naturally, there has been some "fine tuning;" a few departments have been strengthened, and a few requirements added, but the essence of the program is still the same: academic rigor in the basics, humane and supportive adult-student relationships, and a concern for the individual student. One facet of the core curriculum, however, stands out as being particularly noteworthy and as such deserves special attention--the Mathematics Program.

As you may recall, Maumee Valley traditionally had "accelerated" students who were especially gifted in mathematics (a few seven graders were allowed to take Algebra 1), but because the high school enrollment was small (150 students), in a typical year only a handful of students were ready for Calculus in their senior year. Rather than phase this course out (it wasn't cost effective), the school attracted other high school students to the Maumee Valley campus to take (for college credit) this and other advanced courses in mathematics. Why duplicate AP courses at every school, it was argued, when even at Rogers High there were no more than six students taking mathematics at this level? This consolidation process was facilitated by the Mathematics Departments at Bowling Green and Toledo University which supplied the teaching staff and promoted the program "in the interest of mathematics." Today, over forty students (15 from Maumee Valley) are taking several advanced courses, including a special bi-weekly evening seminar (open-ended mathematics inquiry). Students who take part in this cooperative program receive a Bowling Green or Toledo University college credit and enter college at the sophomore and junior levels. The mathematics studied beyond Calculus consists mainly of Algebra Analysis and Topology. As you can imagine, Maumee Valley has been

especially successful in attracting gifted students because of the mathematics program at the school.

Obviously Maumee Valley's reputation as the leading college preparatory school in our area has been enhanced by this collaborative effort, but there have been even more significant developments which have enlarged Maumee Valley's Educational role in our community. Let me tell you about them.

As early as 1974, the school added a Fine Arts requirement for graduation; at the same time, it increased its offerings in art and design, drama and dance, and music and photography. Later, after the first stage of the long-range development drive was completed, the "Old Lower School" was refurbished as an Arts Center. Little did anyone know at the time (although a few might have had enough vision) that the Maumee Valley Art Institute would be one of the most dynamic centers for art education in our area, second only to the Museum of Art. The School for Special Needs (now located on the Holy Spirit Seminary Campus) envolved naturally through the years from the SWAS or MV II as it was known in 1977 Now it is a separate school, though many Maumee Valley students today work with teachers employed by SSN--on the MV campus. And a few years later, the Action Learning Center, with offices in downtown Toledo, began to take its present shape primarily because of the impetus of the January Winterim Program (initiated in 1978), which provided Maumee Valley students with opportunities to explore vocational possibilities through internships and off-campus experiences. All three of these "satellite" programs began rather unobtrusively, but each now has its own integrity and is financially linked with its "mother institution." While providing personnel and facilities for Maumee Valley students, these programs serve the community at large as well: student from other schools, adults, college students, and the elderly.

I. Maumee Valley Art Institute

The Art Institute is open twelve hours a day, on weekends, and throughout the year. During the regular academic year (September-June), students from Maumee Valley, St. John's and several Toledo city schools are enrolled in over thirty high school credit courses (in some cases college credit is given) which are offered during the day and at night. On weekends, area artists sponsor "Family Workshops" in different media. Six times a year, amateur "Dinner Theatres" are presented by students and adults taking drama courses at the Institute. An endowed artists-in-residence program has attracted top mid-western artists to the Maumee Valley campus in the summer. At the same time, gifted artists and musicians from Toledo are enrolled in intensive tutorials with the outstanding group of artists who have gathered here.

II. The School for Special Needs

In the early seventies, it appeared that Maumee Valley's emphasis on "meeting the needs" of individual children (especially those at the elementary level) resulted in the establishment of an experimental program, SWAS-The School Within A School. The purpose of the program was to give special one-on-one instruction to students with special needs, particularly those with language/reading problems. At first, students in the program were given an hour or so a day of extra help with the expectation that they could be "mainstreamed" into the regular program. In that this approach turned out to be more successful at the elementary level than at the high school, adjustments were made so that "SWAS-type" upper school students would have a "core teacher" who became responsible for their development in the basic language (reading/writing) area. That teacher also coordinated with other classroom teachers and departments to identify ways that a student could "take" a credit course (such as Biology) and receive credit for it--even though that students may not have had the language skills to pass the course in the traditional manner. In time, the Maumee Valley faculty agreed to grant two different diplomas, one for the regular students and one for SWAS students. By 1982, it was clear that the community was willing to pay for "special help" programs for children with special needs, so the SWAS decided to go "public" and move to another location.

The School for Special Needs (1990)

a) "Core teacher" program at Maumee Valley (1-4, 5-8, 9-12): one-half day; classes of 1-6 students; 1/2 Maumee Valley tuition plus SWAS tuition.

b) Afternoon/evening tutoring service; Saturdays.

) Separate program for dyslexics (1-6) patterned after the Carrol Landmark School in Boston. Students do not attend Maumee Valley.

c) Summer Remedial Programs for area youths.

d) Testing/Evaluation/Dianostic/Counseling Services.

e) Evening program for adult dyslexis (or functional illiterates).

III. The Action Learning Center

The Action Learning Center was the last of the satellite centers to be established. For several years, the placement of Maumee Valley students in internships and the supervision of independent projects were handled by a part-time coordinator on the Maumee Valley staff. In 1981, the school appointed a full-time

Director for Community Involvement; his job was to identify suitable "educational" experiences for Maumee Valley students both in Toledo and throughout the country. Because the school had established a three-fold "life preparation" requirement for graduation (service, career internships, practice skills), the job of coordinating, researching, and following-up out-of-school opportunities became a year-round responsibility. This move was necessary, also, because the junior-high instituted a required two-week intensive off-campus experience in the 1980-81 school year.

As the success of the "Winterim" became well-known to other schools in our area, it seemed sensible to try to sell our concept to other schools. Ottawa Hills and St. John's (which already had established a connection with the medical college has a senior work project) agreed to experiment with the idea of a required "action learning" experience for graduation--in a few years their programs, though different, were firmly established. Today the Action Learning Center has a Director, three staff members, and an advisory board of eight community leaders--from business, the medical/health professions, city government, the building trades and several service organizations.

The Action Learning Center

a) Coordinates internships, service experiences for area schools during the school year--and during the summer.

b) Sponsors evening programs/workshops in the area of career awareness.

c) Provides career counseling services for high school/college graduates and adults who are looking for new vocations.

d) Offers "Consumer Education" evening courses for high school students and adults (e.g. Family Finances and Budgeting, Safe Investments, How to Save When Shopping, etc.) Prepares courses outlines for use in the classroom.

* * * * * * * * * * * * * *

This model is based on the following policy goals:

1. To strengthen M-V's college prep curriculum.
2. To improve math offerings (policy goal?).
3. To cooperate with other educational institutions in the area.
4. To explore programs with adult learners.
5. To develop some profit-making programs.
6. To develop a special emphasis or uniqueness for the school.
7. To better respond to the individual needs of students.
8. To expand program in experiential education
9. To increase community involvement.

APPENDIX F

FINAL MODEL - PIKENORTON SCHOOL

Narrative

As a visitor proceeds down the long, tree-lined driveway of Pikenorton School he is struck immediately by a number of things. There is a large parking lot with an unusual number of cars for a small school. An attractive older building with a dramatically modern addition stands somewhat apart from the main campus, more accessible to the main road and with its own nearly-filled parking lot. The warm spring day has drawn a number of classes outside and one is conscious of an interesting mix of ages within each group. Adults and adolescents appear in approximately equal numbers and the identity of the teacher is not immediately apparent. Students not in class are also very much in evidence, attracted from the library and common rooms by the good weather. Here again one is aware of small animated groups of very mixed ages strolling along the walkways or sitting under newly leafed trees.

On a wooden stage erected in a quiet courtyard a mime is playing to a small audience of children with a television crew of adolescents recording the event. A colorful kiosk in the central green advertises a variety of campus events--a panel of reporters and publishers discussing freedom of the press, a film competition for students from local schools, a tour for elementary school children of Pikenorton Press, a contest for the best student-created sales promotion campaign for the school quarterly magazine, Pike's Peek, and a display of Pikenorton Press's latest publications and printing jobs. Nearby an attractive girl is hawking the latest edition of the Norton News Journal, the school's weekly newspaper.

Just as the visitor enters the administration building a gaudily colored van arrives with "The Learning Coop" in large letters on the side. Five boys and girls leave the van and a group of six or eight who have been waiting for its arrival climb in.

Curriculum

College Preparation - Pikenorton's Core Program still offers most of the courses of a traditional college preparatory curriculum. The school only offers two foreign languages, French and Spanish, and a single year each of Biology, Physics and Chemistry. In Mathematics Pikenorton only offers courses at the pre-calculus level.

The Media Institute - The major change in Pikenorton has come as a result of its communications emphasis and the establishment of its Media Institute. With a tradition of strength in the area of communications--Pikenorton had had for many years a fine student newspaper, an award-winning yearbook, and a film department of considerable local reputation--and with a number of important personal contacts in the local media through well-placed alumni

and parents, the Institute was a natural expansion into an area in which the school had developed impressive expertise.

The Media Institute offers programs in Radio and Television, Film, Advertising, and Journalism and Publishing. Because of its especially strong tradition in the area of journalism and because of its access to the facilities of Pikenorton Press, the school is able to offer advanced courses in Journalism and Publishing, granting college credit through special arrangements with the Graduate School of Journalism at nearby Dickins University. The Journalism and Publishing program at Pikenorton is really a specialty-within-a-specialty and can legitimately be considered a preprofessional program.

The Media Institute also sponsors a Communications Careers Program, available to anyone from the school or the community who wants to learn more about the career opportunities in the field of communications. There are three levels of career education in this program--awareness, exploration and internships--which are sequential in their approach.

The Learning Cooperative - The Learning Cooperative consists of five local secondary schools--3 public, 1 Catholic and Pikenorton--which have agreed to institute a common afternoon schedule to facilitate student exchanges in areas of special curricular specialization. Wheaton High School offers advanced programs in foreign language, Hilladel High School shares its strong science and mathematics courses, Dunstan High School has developed a strong program in outdoor leadership education, Pius High School offers its social service community intern program and Pikenorton enrolls students from the Learning Cooperative in its Media Institute programs.

Pikenorton Press - Pikenorton Press is a profit-making enterprise affiliated with the school. It specializes in school publications and small-to-medium sized job printing. The president of the company is a full-time employee assisted by a chief pressman and a number of part-time apprentices and work-study students who carry out the functions of the business--from sales to production.

Physical Plant

The Physical plant of Pikenorton has not had to be changed appreciably to accommodate its new mission. One older building on the edge of the school property near the driveway which previously had served as the residence of the headmaster was gutted and remodeled to house Pikenorton Press in the basement, the Media Institute classrooms on the first and second floors and a special Television and Film Laboratory in a new wing added for that purpose. The building has been painted in a number of bright primary colors and a large, distinctive sign marks the location of the Media Institute.

The Institute has its own entrance and parking facilities

to accommodate the substantial traffic associated with its activities and programs.

Enrollment Profile

The 1976-77 enrollment of 350 full-time 14 to 18 year old secondary school students has been changed as follows:

- 300 full-time students, age 14-18 in the school's Core Program
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- 150 part-time or short-term students enrolled in regular Media Institute programs. Approximately half of these are enrolled during the daytime intermixed with Core Program students. The other half, many of them adults, are enrolled in Media PM, a Tuesday-Thursday evening program. Twelve are enrolled in the advanced college credit courses in Journalism and Publishing.
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In addition, Pikenorton Press employs 10 students on a half-day work-study basis and has 6 adult apprentices to assist its 2 full-time employees.

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The faculty at Pikenorton has changed dramatically since the establishment of the Media Institute. The faculty for the Core Program is quite traditional in composition, but the Media Institute teachers are a very mixed group. Some are part-time college teachers who teach one or two courses in their specialty at the Institute. A number are individuals who are employed by the local media, but have a special interest in the training of young people for their fields of interest. But a growing number are members of the Core Program faculty who find teaching highly specialized courses to a more varied student group a stimulating experience which breaks the routine of the Core Program and enriches their own capabilities as teachers for both groups.

Financial Structure

Prior to the creation of the Media Institute, Pikenorton's finances were quite typical of many independent secondary day schools. For instance, of its $962,000 operating budget, 75% came

from tuitions, 4.5% from its modest endowment, and 11.5% from gift income. The remainder came from bus charges, revenues from school store, etc. It's operating expenses broke down as follows: 44% for instruction, 11% for plant maintenance, and 15% for administration.

The changes in Pikenorton have resulted in significant impact in two important respects. Involvement in the Learning Cooperative has allowed the school to increase its student-faculty ratio from 10:1 to 12.5:1 without increasing class size. This has been accomplished by eliminating highly specialized courses which had attracted only a handful of students and transferring responsibility for these courses to the Cooperative on a "pooled" basis. In addition, greater plant utilization has enabled the overall institutional budget to reflect a decline in plant costs as a percentage of total expenditures from 11% to 8.2%.

Cost centers have been established as part of a major revamping of the accounting system. The Core Program, the Media Institute, Media PM, the college credit program and the Communications Careers Programs all have separate budgets and are expected to operate on a break-even basis. Pikenorton Press is a separate for-profit corporation with 95% of the shares owned by the school. Annual net income after taxes has averaged $15,000 which is assigned to the school's endowment account.

In a somewhat controversial move the Trustees of Pikenorton approved a recommendation to "spread" the school's modest endowment over all of its programs on a proportional basis rather than concentrate the endowment income on the Core Program which for many Trustees represented the "original Pikenorton."

APPENDIX G

SAMPLE BOARD PRESENTATION - SUGGESTED FORMAT

To the Board of Trustees

Recommendations for Policy Goals
For the Future of Pikenorton School
From the Planning and Policy Development Committee

INTRODUCTION

The Planning and Policy Development Committee of Pikenorton School (see attached list) has held eight major meetings of the full Committee over the past seven months as well as 12 meetings of the smaller Task Force groups during the same period. Meetings typically were four hours in length which means that this report represents almost 600 individual man-hours of work by the committee.

Attendance at our meetings averaged 80%, a testimony to the commitment of our group and to the interesting and effective way we used to attack the problem of planning for the future of Pikenorton School.

METHODOLOGY

The Committee used the Planning and Policy Development process developed by the Commission on Educational Issues, an affiliate of the National Association of Independent Schools. It is important that the Board of Trustees understand in at least some detail this approach to planning since its emphasis is somewhat different from the planning methodologies used by independent schools in the past. The Planning and Policy Development process does not have as a primary concern either financial planning or the planning of the physical facilities of the school. Rather, the basic assumption of the process we used is that education is in a state of profound transition--influenced by shifts in the demographic patterns of our population, by the trend to life-long learning, by the changes in public attitudes about education--and that the most effective way for a school like Pikenorton to prepare for the future is to reexamine and reformulate its educational mission and role. During the course of our planning efforts, the members of the Committee became convinced that this indeed was the only viable way for schools to plan for the final quarter of the 20th century.

It has become increasingly obvious that even independent schools are less independent than they once were. We are painfully aware of the eroding effect increased governmental legislation

and control is having on our independence. Similarly, school operations are increasingly affected by the kinds of external societal trends mentioned in the previous paragraph over which they have little control. Our planning process forced us to examine these kinds of external changes in the environment in which we are attempting to operate our school as well as a number of critical issues which are more unique to Pikenorton.

Specifically, our efforts began with an examination of a number of national trends which had been illustrated and documented by materials supplied to us by the Commission on Educational Issues. We were then asked to identify a number of key issues relating specifically to Pikenorton which we felt must be considered as we planned for the future. Using a brainstorming technique the Committee created a list of a variety of possible responses Pikenorton might make to the challenges or opportunities represented by each of the issues being considered. We then divided ourselves into three Task Forces. Individually, guided by our own interpretations of our discussions and by our own visions of the future of our school, we created brief descriptions of the kind of institution Pikenorton might become 10-15 years from now. Within each Task Force these visions were shared, combined, expanded upon and reconciled until each four-person Task Force produced one or two models for the future of the school. These descriptions were each discussed by the full Committee, more consensus and synthesis achieved, more detail added until finally we were able to agree on one model for the future of Pikenorton which incorporated a number of what we felt were particularly promising new directions for our school.

Then we moved into what was perhaps the most challenging part of the planning exercise. The model which we had created was not intended to be realistic in a technical sense--we weren't determined that Pikenorton actually become the model after a certain period of time. The purpose of our model was to illustrate to ourselves and, ultimately, to you and the rest of the Pikenorton community that an appealing but quite different educational institution can evolve from the present Pikenorton School. Given this appealing vision we had created, it became our difficult task to describe practical ways in which we could test its assumptions over the next two or three years. How could we, in other words, determine whether our model incorporated new directions for the school which were operationally realistic, educationally sound and economically viable without placing the entire institution at excessive risk?

* * * * *

The balance of this report is divided into three sections--an explanation of the rationale in support of the directions envisioned by our model, a description of the model created by the Committee,

and specific recommendations for policy goals for Pikenorton schools along with a suggested strategy of intermediate implementation steps which would permit the school to test the assumptions of the model.

EXPLANATION OF MODEL RATIONALE

As the Committee discussed the issues confronting our school, two major issues captured our attention and concern. First, we were worried about our admissions situation. The applicant pool from which our students have been drawn has declined in numbers over the past five years. While we are aware that, in the face of a general population decline, many other independent schools are experiencing an increase in applications and while we are convinced that our present school can do a better job in admissions, nevertheless the numbers, both nationally and locally, are not encouraging. This led us to test two possibilities in our planning for the future. Can we expand the geographic area from which we draw our students? Can we take advantage of the trend toward life-long learning to attract new student constituencies, namely the various kinds of adults--housewives, business men, elders, etc.--who are returning to education in record numbers? Our second major concern had to do with the institutional identity of the school itself. Many of us felt that Pikenorton is not sufficiently distinctive, that, because we are responding to a more diverse student and parent group from a more concentrated geographical area, we run the danger of trying to be all things to all people and we were acutely uncomfortable with that thought. Of course, we had other concerns as well. How could we utilize our physical plant more fully? How could we continue to expand our curriculum in response to the demands of a more diverse student body without spreading ourselves too thin? How could we, without abandoning our commitment to the liberal arts, make Pikenorton a more practical place, an institution which could more directly prepare its students for the world of work?

Our response was to project an institutional specialization for Pikenorton in the areas of Communication and the Media. This choice was a carefully considered one. We wanted a program which would be compatible with a traditional college preparatory curriculum since we did not envision abandonment of our work in that area. We wanted a program which built on an existing strength of the school--and we feel that Pikenorton has a tradition of excellence in these areas. And, from a practical point of view we wanted a program for which we felt there was a market. While admittedly we have had to be a bit more speculative in this latter regard, we find both the professional involvement in the media of a significant number of local residents and the trend toward life-long learning reassuring and hopeful.

At the same time we envisioned a conscious effort to collaborate with a number of other nearby schools--both public and Catholic

--in order to extend the educational options available to Pikenorton students.

Finally, we became intrigued by the possibility of establishing a for-profit business as part of Pikenorton's activities. This would enable the school to be a more "practical" place at least for those who wanted to become involved. It was hoped such a profit center would add to the school's revenue. We wanted the business to be an educational resource to the school as well, an extension of its academic program. As you will read, our choice was Pikenorton Press.

The Committee feels that our future model of Pikenorton weaves together into a coherent program a number of promising individual responses to these key issues which will influence the future direction of the school.

FINAL MODEL - PIKENORTON SCHOOL

Narrative

As a visitor proceeds down the long, tree-lined driveway of Pikenorton School he is struck immediately by a number of things. There is a large parking lot with an unusual number of cars for a small school. An attractive older building with a dramatically modern addition stands somewhat apart from the main campus, more accessible to the main road and with its own nearly-filled parking lot. The warm spring day has drawn a number of classes outside and one is conscious of an interesting mix of ages within each group. Adults and adolescents appear in approximately equal numbers and the identity of the teacher is not immediately apparent. Students not in class are also very much in evidence, attracted from the library and common rooms by the good weather. Here again one is aware of small animated groups of very mixed ages strolling along the walkways or sitting under newly leafed trees.

On a wooden stage erected in a quiet courtyard a mime is playing to a small audience of children with a television crew of adolescents recording the event. A colorful kiosk in the central green advertises a variety of campus events--a panel of reporters and publishers discussing freedom of the press, a film competition for students from local schools, a tour for elementary school children of Pikenorton Press, a contest for the best student-created sales promotion campaign for the school quarterly magazine, Pike's Peek, and a display of Pikenorton Press's latest publications and printing jobs. Nearby an attractive girl is hawking the latest edition of the Norton News Journal, the school's weekly newspaper.

Just as the visitor enters the administration building a gaudily colored van arrives with "The Learning Coop" in large letters on the side. Five boys and girls leave the van and a group of six or eight who have been waiting for its arrival climb in.

Curriculum

College Preparation - Pikenorton's Core Program still offers most of the courses of a traditional college preparatory curriculum. The school only offers two foreign languages, French and Spanish, and a single year each of Biology, Physics and Chemistry. In Mathematics Pikenorton only offers courses at the pre-calculus level.

The Media Institute - The major change in Pikenorton has come as a result of its communications emphasis and the establishment of its Media Institute. With a tradition of strength in the area of communications--Pikenorton had had for many years a fine student newspaper, an award-winning yearbook, and a film department of considerable local reputation--and with a number of important personal contacts in the local media through well-placed alumni

and parents, the Institute was a natural expansion into an area in which the school had developed impressive expertise.

The Media Institute offers programs in Radio and Television, Film, Advertising, and Journalism and Publishing. Because of its especially strong tradition in the area of journalism and because of its access to the facilities of Pikenorton Press, the school is able to offer advanced courses in Journalism and Publishing, granting college credit through special arrangements with the Graduate School of Journalism at nearby Dickins University. The Journalism and Publishing program at Pikenorton is really a specialty-within-a-specialty and can legitimately be considered a preprofessional program.

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Recommendations for Policy Goals for Pikenorton School

Hopefully, we have convinced you by now that the model for the future we have described is a promising one, carefully thought out in response to a changing environment in which our school must operate in the years to come. How does our vision for the school translate into specific policy goals which are the appropriate concerns of the Board of Trustees? And how, we must now determine, do we get from here to there? What do we do this year and next and the year after that to put our model to the test of operational reality?

--Policy Goal: To Achieve a Specialization in Communications and the Media

Suggestions for implementation steps in 1978-79:
We suggest that a special Media Emphasis Committee made up of representatives of the faculty and administration be formed to determine the best way

a) to design and offer a minimum of three specialized full-credit courses in the media to include the maximum possible utilization of school contacts with various local media organizations;
b) to institute a 3-4 week January intersession in which a substantial proportion of the mini-courses are in various aspects of Communications and the Media.

Suggestions for implementation steps in 1979-80
We suggest that the Media Emphasis Committee

a) design an intensive one-semester media internship experience in which participating students serve as interns in a number of local media organizations;
b) identify 2 or 3 intersession media courses which have been especially designed to appeal to a wider audience and that a plan be devised by the administration to attract students--either adults or adolescents from other schools--to enroll in these courses.

--Policy Goal: To Begin to Work Collaboratively with Other Area Schools

Suggestions for implementation steps in 1978-79:
We suggest that the administration approach Pius High School to encourage limited student exchanges between the two schools, concentrating on Pikenorton's evolving Media programs and Pius' social service internships.

Suggestions for implementation steps in 1979-80:
We suggest that the exchange experiences between the two schools be evaluated and, if the experiences were positive, expanded to include more students.

--Policy Goal: To Explore the Creation of a Profit Center Within Pikenorton

Suggestions for implementation steps in 1978-79:
We suggest that the headmaster approach Pikenorton parent, John Haynes, owner of Partridge Printing Company, a small job printing company, about the possibility of developing a close working relationship between Pikenorton and Partridge. Envisioned are the extensive use of student work-study students, student interns and part-time student job placements.

Suggestions for implementation steps in 1979-80:
We suggest that the relationship between Partridge and Pikenorton be maintained and, if possible, enriched.

--Policy Goal: To Begin to Attract New Student Constituencies

Suggestions for implementation steps in 1978-79:
We suggest that, as specialized courses and internships are designed and offered, that a conscious effort be made to enroll short-term and part-time students and adults. A modest advertising budget ought to be established to begin to make the community and the greater Tate metropolitan area aware of these new Pikenorton programs. A special effort should be made to include individuals from the Pikenorton's present constituencies--alumni, parents and family, friends of the school.

CONCLUSION

This report represents the commitment and hard work of a committee which represents a healthy cross-section of our school community. Trustees, faculty and the administration were represented. Several members of our committee were also Pikenorton parents and alumni so these important constituencies were included as well. We feel our report is unusual in at least two important respects.

First, the planning process and the recommendations which were generated by it were genuinely collaborative efforts. We all participated and we all contributed. None of us at the beginning of the process would have predicted the particular plan which has evolved. We are all grateful for the opportunity we have had to work together creatively and to suggest new policy directions for Pikenorton.

Second, we are somewhat relieved that the plans we bring to you for your consideration do not involve substantial investments of funds. As we thought through our recommendations, it seemed most important to present a carefully considered strategy to carry Pikenorton forward successfully during a period in the future when a number of our current operating assumptions are going to be

severely challenged. The fact that we do not come to you with a request for a costly new building or a significant new use for an expanded endowment portfolio should not suggest that our recommendations need not receive your most careful consideration. If the Board of Trustees agrees with our conclusions, you will be setting in motion a series of actions which can have a profound effect on institutional policy. We feel that our plan permits Pikenorton to test our planning assumptions without excessive institutional risk but the message should be clear--the Planning Committee of Pikenorton School feels that the years ahead will test the judgment and imagination and venturesomeness of governing bodies of educational institutions and it is in this spirit of challenge and opportunity that we present our report to you.

A final word. It has become a truism that planning should be a continuous activity. Too often an institution's long-range plan gathers dust on a shelf ignored or, at best, partially implemented. Because of the particular structure of this report, with its emphasis on policy goals and the testing of these goals through low-risk incremental implementation steps, it is especially important that planning for Pikenorton become a continuing activity. With that purpose in mind our concluding recommendation is that a Standing Committee for Planning be established by the Board of Trustees to monitor progress toward the goals expressed in this report and to set in motion new planning initiatives when appropriate.

By doing this, the Trustees will ensure that Pikenorton School will remain a vibrant, responsive institution, able to face an uncertain future with pride and confidence.

APPENDIX H

INDEX OF NATIONAL ISSUES

MARKET AND MANAGEMENT ISSUES

1 - School Plant Utilization.....

As the cost of education continues to escalate, particularly in the areas of maintenance and energy, school plants which stand idle much of the year will become increasingly burdensome.

2 - Labor-Management Dissension.....

School administration today is increasingly complicated by labor-management dissension. This discord has special relevance for independent schools given their traditional emphasis on community and institutional cohesiveness.

3 - Life-long Learning.....

There is a significant trend in this country toward the concept of life-long learning. This presents independent schools with the possibility for involvement with adult learners (including elders) as well as part-time and short-term students.

4 - Secondary/College Credits.....

For a variety of reasons, a trend toward college-level work at an earlier age has developed in recent years. Because most schools do lead to some sort of post-secondary experience, this trend could be critical for independent schools.

5 - Demographics.....

There are dramatic changes taking place in the national age distribution patterns of this country's population. These demographic trends have critical importance for most educational institutions.

6 - Jobs and College Education.....

There is increasing evidence that our nation's economy will be unable to continue to provide meaningful jobs for the college educated worker. A related trend indicates that the college-going rate for secondary school graduates has declined. Both could have important implications for independent schools which are essentially college-preparatory in nature.

7 - Capacity for Change.....

In an attempt to deal with change in education, schools need to develop ways of identifying and testing new program directions and markets in a way that does not undermine the existing school.

8 - Special Needs Students.....

Increasingly, children are being "categorized" as physically handicapped, gifted and talented, learning disabled--in other words, students with Special Needs. At the same time a growing number of states are advocating and, in some cases, mandating that Special Needs children be "mainstreamed," or taught in the same schools as "normal" children. Both the concept of Mainstreaming and potential service to Special Needs children represent possible new opportunities for independent schools.

9 - Pricing Policies.....

It has been a constant concern of independent schools that they will "price themselves out of the market." New pricing policies must be explored.

10 - Non-Schools in Education.....

A recent trend has been for more non-schools--businesses, community agencies, governmental organizations--to undertake essentially educative activities. With school enrollments declining, these are responsibilities schools could assume.

EDUCATIONAL ISSUES

11 - Transition to Adulthood.....

Most secondary schools have traditionally seen their primary goal as the academic preparation of their students. Partially in response to this tradition, a number of recent national studies of secondary education have proposed a broader goal: namely, that schools should focus more directly on assisting their students to make a successful *transition to adulthood*. This goal, as they state it, is quite specific and comprehensive and would require major programmatic changes in most institutions.

12 - Off-campus Education.....

Most intentional education of young people has taken place in the school. Recently, educators have developed programs which provide students with opportunities to learn in the community through internships or other serious involvements.

13 - Age-integrated Education.....

Increasingly, age-isolation can be seen at all levels in our society. Recent critics of education have proposed educational programs that are "age-integrated" and bring adolescents into contact with older and younger learners.

14 - Student Responsibility and Autonomy.....

Despite a national concern with discipline in the schools and a call for more structured programs, many critics of education claim that students deserve more autonomy and responsibility over their lives and academic programs.

15 - Competency-based Education.....

Growing out of increasing demands for more accountability in education, many schools developed competency-based programs to insure levels of achievement. Other educators have supported the use of competency-based programs as a means to allow the qualified student to escape from the hum-drum of lock step schooling based on "seat-time" into a more elective and flexible program. Such double support has made competency-based education an important consideration in the future of schools.

16 - Graduation Requirements.....

Graduation requirements in public schools are currently under extensive review in a number of states. Many educators are calling for a redefinition of graduation requirements which would allow for more flexibility and individualization of program, especially for less traditional ways and areas of learning.

17 - Schools as Brokers.....

Over the past few decades schools have increasingly attempted to meet all of the needs of young people--needs which in the past were the responsibility of the larger community, including the family and the church. Many current educational theories are suggesting that schools must reverse this trend and begin to ask the larger community --agencies of all sorts, business and industry, the church, etc.--to become active partners in secondary education. The suggestions call for schools to "broker" learning experiences for young people within the community.

18 - Career Education.....

Critics of education claim that many young adults make career decisions based on mistaken views of what the career really involves. They support the inclusion of career education in the secondary curriculum, and call for programs in career awareness and career exploration, as well as for career internships.

19 - Back to Basics.....

There has been a growing feeling among many parents and some educators that there has, in recent years, been a decline among students in basic educational skills--reading, writing and mathematics computation. While this movement "back to basics" has no precise definition, nevertheless it has gained wide-spread support and represents an issue in education which must be seriously considered.

APPENDIX I

GENERAL OVERVIEW

THE PLANNING AND POLICY DEVELOPMENT PROCESS

The planning process formulated by the Commission on Educational Issues is organized in three stages: the consideration of issues, the building of models, and the preparation of a recommendation to the Board of Trustees.

STAGE ONE: CONSIDERATION OF ISSUES

This stage involves
... an orientation to the planning process
... a review of national management and marketing issues and the brainstorming of institutional responses to these issues
... a review of national educational issues, and the brainstorming of institutional responses to these issues
... the identification of local issues, and brainstorming of institutional responses to these issues

During stage one the Planning Committee as a whole reviews the national issues. The Committee then brainstorms a number of possible responses the school could make to either counter the challenge represented by the issue or take advantage of the opportunity it affords. The brainstorming exercises give members of the Committee a sense of the potential importance of each issue to the future of the school. The Committee then identifies local issues, and uses the same brainstorming technique to create many possible responses to these issues. At the end of this stage, the Committee has an idea bank of possible future directions for the school.

STAGE TWO: BUILDING MODELS

This stage involves
... formulating a personal vision of the future of the school
... working with two or three others on a Task Force to develop Task Force models of the school
... identifying the policy goals implicit in the models which have been produced

During stage two, individuals project their own vision of the future school. The Committee is then divided into three or four Task Forces

which have the responsibility for integrating and synthesizing the most promising responses to significant issues from the individual models into Task Force models.

A word of special explanation might be helpful concerning the technique of model-building. This is a variation of brainstorming in which the participants are urged not to limit themselves to what is practical or realistic. In other words, the models the Committee members will be creating are not intended to represent an achievable institutional goal. Rather, the models will be fully described images or visions, characterizing promising new directions for the school. They are, in the sense of the dictionary definition: "something set or held before one for guidance or imitation." As the institution begins to chart a new direction, conditions may change and adjustments may have to be made. In fact, it is unlikely that the school would or should ever expect to achieve the particular combination of institutional goals and strategies represented by a planning model.

Once the models are defined in sufficient detail, the Task Forces are asked to identify the policy goals on which the models have been built. The goals define directions in which the school wishes to move in the next decade and signal a commitment of the school to explore these directions. At the end of this stage, the Planning Committee, through the creation of Task Force models, has identified a number of distinctive policy alternatives for the future of the school.

STAGE THREE: PREPARING A RECOMMENDATION FOR THE BOARD OF TRUSTEES

During this stage, the work is
... the selection and refinement of the most promising Task Force models into a model or number of models to present to the Board of Trustees
... the reformulation and refinement of policy goals for the model or models
... the development of incremental implementation steps for each model
... the preparation of a written recommendation for presentation to the Board of Trustees

During this stage, the Committee discusses, combines and refines models until it has final versions of the number of models it wishes to present to the Board of Trustees for consideration. Next, it must formalize the definition of the policy goals it wishes the Board to adopt. But the most significant work of the Committee at this stage is to devise implementation steps which will test incrementally the directions in which

the school wishes to move, in a way that involves minimum risk for the school. The final recommendation to the Board of Trustees represents the Committee's comprehensive response to issues judged to be of particular significance in the school's future. At this point, the Committee will have translated its planning experience into a specific recommendation for the Board of Trustees which integrates both long-term policy goals and short-term operational strategies.

The value of this planning process depends to a great degree on the school's ability to adapt to changing conditions and on the school's persistence in reviewing the plan regularly, and changing it to meet new institutional challenges, opportunities, and insights from institutional experience.